School Year: **2023-24**

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
Green Oaks Fundamental	34 67447 6034581	May 23, 2023	August 8, 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, including sustained improvement of, student outcomes.

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. 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. Green Oaks Fundamental Elementary met the criteria for the following student groups:

1. Hispanics
2. Students with Disabilities

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Data includes surveys, local assessments, empathy gathering and observations.

The Comprehensive Needs Assessment will focus on site level data and can compare with district data. The Needs Assessment was developed by input from our Site Leadership Team, School Site Council, specific students, parents, and support staff.

Site Data:

California School Dashboard: The California dashboard data indicates that Hispanic and students with disabilities were very low for chronic absenteeism and medium for suspensions. Based on an analysis of state and local data, the following causes are contributing to the results that were identified.

- Site lacks resources for families in need: Social worker, counselor, mental health supports
- COVID Quarantine and Isolation requirements
- Students struggle with identifying their emotions and handling peer to peer conflict
- Students need the vocabulary to help them work through conflict

In response to this data, we will implement the following evidence based actions to address the needs of our identified groups.

- Implementation of Second Step to help students build social-emotional skills
- Superior Sports lunch recess program three days per week to encourage sportsmanship and fair play
- Increase Attendance Clerk hours to allow for more outreach, resources and supports to our families to increase attendance.

Empathy gathering: Using the climate survey from the 21-22 school year, staff created a list of questions to collect student and parent input in an effort to continue to grow a positive school climate. Conversations with staff and students were held in the following capacities: in person meetings, and survey links in the family newsletter. Shareholders were asked for their input on questions related to learning, community connectedness, and social emotional conditions. Examples of input and questions were as follows: 1. What ways do you and your child feel connected to the school community? What are some ways we can grow in this area? What else does your child need to learn better?

Parents want to see more family nights that will bring our community together and they would also like to see more after school classes on campus that students can participate in. Parents expressed a desire to recognize individual students for academic achievement.

Parent concerns: Parents expressed concerns over not having the opportunity to give feedback regarding family events and need more clarity on the expectation of volunteer hours. Parents also expressed concerns about safety in the parking lot with cars parking in the red zones in front of the school. There were also shared concerns about social emotional focuses and expressed the urgency for getting back to academics after the pandemic.

Teacher observations-The shortage of parent volunteers continues to be a concern and many teachers have felt the impact of Short Term Independent Studies for absent students and the work, time and effort is met with the challenge to have a student do the work while out. Absences have been difficult to manage as the requirements to stay home with

COVID-Like symptoms have been in place for a majority of the school year.

Teacher Reflections: Teachers have shared the need to have more social emotional supports on campus. There is a need for students to have an outlet outside of the classroom. Teachers do not have the resources to support students that are struggling with emotional trauma. There is a significant need to have more resources to the students with intense social emotional needs in the form of a counselor or social worker. Students are still struggling with social skills and problem solving with their peers.

Most of the social issues amongst students arise at recess. Students continue to struggle to start conversations, understand facial expressions, and body language. The implementation of the Cloud9 SEL program has helped provide vocabulary and consistency across campus, however students still need problem solving language, skills, and strategies. Second Step was identified as a program that will help us address the gaps in students abilities to manage their social issues.

Academic positives/improvements needed-Intervention before and during school is working and closing gaps in reading and math.

Student Voice: Students were asked similar questions to the ones posed of parents. Their responses included:

1. What does it mean to be respectful?
    - listening to others, following directions
    - sharing, helping, being kind
    - including others
    - equality

2. Do you have the opportunity to work with other students in groups or partners? Do you like to work with other students?
    - Students have the opportunity to work with peers in partners and groups.
    - . Students do not prefer to work in groups because they don't feel heard by one another and not everyone in the group contributes.

3. What are some things that have made you feel connected to school and your classmates this year?
    - Recess time to play and socialize
    - . School events: Fall festival, talent show, beaver buck store, assemblies,

4. Do you feel respected by others at school? How do you respond when/if you feel disrespected?
    - At times students feel disrespected by adults but mostly feel disrespected by their peers.
    - Students mostly respond by walking away and do not report the disrespect.
    - Students shared the desire to have adults quietly approach them when they need reminders or redirection in the classroom.
    - . 50% of 3,4,5 graders feel disrespected at school. They reported that the disrespect happens on the playground and at times it is with students that they consider friends. In response to the disrespect, most students walk away.

Root Cause Analysis

What did your root causes analysis reveal?

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

Site leadership including; administration, elected leadership team members, School Site Council, and staff participated in data analysis to develop an understanding of the data sources identified above and create recommendations based on identification of the root causes. Staff collaborated to identify problem areas, determine causality and develop a comprehensive plan for improvement. The data led to the following root causes: A need to continue to mitigate gaps in learning and to address social emotional needs. One example of a root cause is students do not have the tools necessary to regulate their own emotions to solve issues on the playground. In addition, students need to be able to voice their needs when social/emotional issues arise. The absence of assistance from a social worker/counselor leads to attendance and behavior challenges.

Another root cause is Looking at our academic data. Learning gaps are anticipated to be greater among groups of students that are low-income and English learners. We can attribute a lack of attendance and engagement from our students to the following factors: Unstable housing environments for students, social/emotional challenges, and lack of access for support for our low income and English Language Learners along with their families. There has been an increase in refugees enrolling in our school and these families are in need of more supports.

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.

Through the Comprehensive Needs Assessment process with a focus around improving student academic levels, attendance, and social emotional conditions, the aim of this plan is to address resource inequities related to mitigating learning gaps and supporting students they as continue forward. The resources include, but are not limited to:

1. Continue to provide extra hours for teachers to provide small group intervention outside of the regular school day.
3. Continue to utilize supplement funded staff to provide intervention to students and/or social/emotional support during the regular school day
4. Build on additional volunteers to support the school and clearly communicate the need for more involvement and support.
5. Utilizing supplement funded programs like Second Step and Cloud 9 SEL Program that an assist with the idea to build character, promote anti-bullying, foster social emotional well-being.

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

Involvement with developing the School Plan began in the late fall of school year 2022-23. Our site Leadership team and parent input from empathy gathering helped to assess the current SPSA. SSC met throughout the year and addressed academic data and proficiency levels. In person parent meetings were also held to illicit feedback.
SLT met 8 times and expressed their thinking around absences, the need for accelerated learning, and addressing social emotional needs of students.

Empathy gathering:

Discussions were held the following was reported:

Shareholder involvement (PTA, Site Council, Parent meeting) was done virtually and in person. Parent involvement has increased and all events were held this year in person. Parents continue to ask for social/emotional support, are concerned about absences, and expressed a desire to return to the academic rigor that was in place prior to the pandemic.

Site Leadership Team and staff met 8 times to discuss needs.

- How to best support students academically as well as social emotionally.
- Professional learning opportunities as it applies to accelerated learning, accurate and cohesive running record monitoring, effective small groups, and integrating classroom aides.

Staff engaged during staff meetings in March, April, and May to review and discuss:

- Site/district budget will continue to allow us to increase learning support next year by increasing direct interactions with students with additional staff assistance.
- Resources needed to support students.
- How to engage students/increase and manage attendance issues.
- The need for implementation of consistent math strategies and assessments

Resource Inequities

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

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities related to closing academic achievement gaps by looking ways in which learning can accelerate, restoring high attendance, and address student social emotional needs.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

Professional Learning:
Providing instruction that is research based and includes effective small group engagement. Additional resources and strategies that address students' academic and social-emotional needs such as character or other behavior program aimed at increased attendance and improved mental health. Collaboration time for teachers to refine and build capacity through shared experiences is critical. In addition, allowing teachers the opportunities to observe one an other as well as other sites that are implementing similar programs such as Math Recovery. The inclusion of our Instructional Assistants in our professional learning is also a priority.

Intervention:
Student need for paced learning varies according to each student's circumstance and academic level. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need that each student's situation can be addressed appropriately. Intervention will continue to be critical to eliminating learning gaps. Teachers will continue to address these inequities by tutoring before and after school. Teachers will target our students with the highest needs: English Language Learners, Students from low Socioeconomic Backgrounds, Students with Disabilities and Foster-Youth.

Effective communication:
Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. Some families do not have access to the internet, or access to an

electronic device at home whereas other families do and therefore access online programs that increase academic progress.

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	0.3%	0.32%	0.34%	1	1	1
African American	0.3%	0.65%	1.01%	1	2	3
Asian	1.5%	2.27%	2.36%	5	7	7
Filipino	0.9%	0.97%	1.01%	3	3	3
Hispanic/Latino	11.7%	13.27%	12.5%	39	41	37
Pacific Islander	0.3%	0.32%	0%	1	1	0
White	80.8%	76.38%	76.69%	269	236	227
Multiple/No Response	4.2%	5.83%	5.74%	14	18	17
			Total Enrollment	333	309	296

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	48	41
Grade 1	44	46	52
Grade 2	51	46	46
Grade3	66	46	53
Grade 4	62	65	43
Grade 5	62	58	61
Total Enrollment	333	309	296

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	16	19	24	4.80%	6.1%	8.1%
Fluent English Proficient (FEP)	15	17	16	4.50%	5.5%	5.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

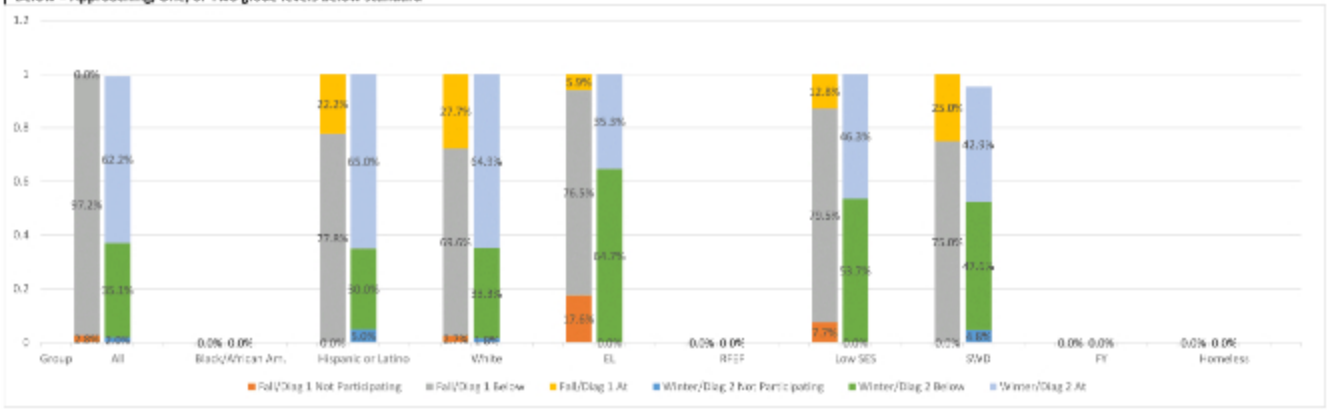
		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	147	3	104	0	3	52	92			
Black/African Am.	5	0	5	0	0	5	0			
Hispanic or Latino	20	0	14	4	1	6	13			
White	114	3	78	31	2	38	74			
EL	17	3	13	1	0	11	6			
RFEP	3	0	1	1	0	1	1			
Low SES	41	3	31	5	0	22	19			
SWD	21	0	15	5	1	10	9			
FY	1	0	1	0	0	1	0			
Homeless	4	0	3	0	0	3	0			

Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	148	2.8%	97.2%	0.0%	2.0%	35.1%	62.2%			
Black/African Am.	5	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Hispanic or Latino	20	0.0%	77.8%	22.2%	5.0%	30.0%	65.0%			
White	114	2.7%	69.6%	27.7%	1.8%	33.3%	64.9%			
EL	17	17.6%	76.5%	5.9%	0.0%	64.7%	35.3%			
RFEP	3	0.0%	50.0%	50.0%	0.0%	33.3%	33.3%			
Low SES	41	7.7%	79.5%	12.8%	0.0%	53.7%	46.3%			
SWD	21	0.0%	75.0%	25.0%	4.8%	47.6%	42.9%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	4	0.0%	100.0%	0.0%	0.0%	75.0%	0.0%			

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

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



Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	44	1	33	8	0	13	31			
1	54	1	42	11	1	23	30			
2	49	1	29	17	2	16	31			

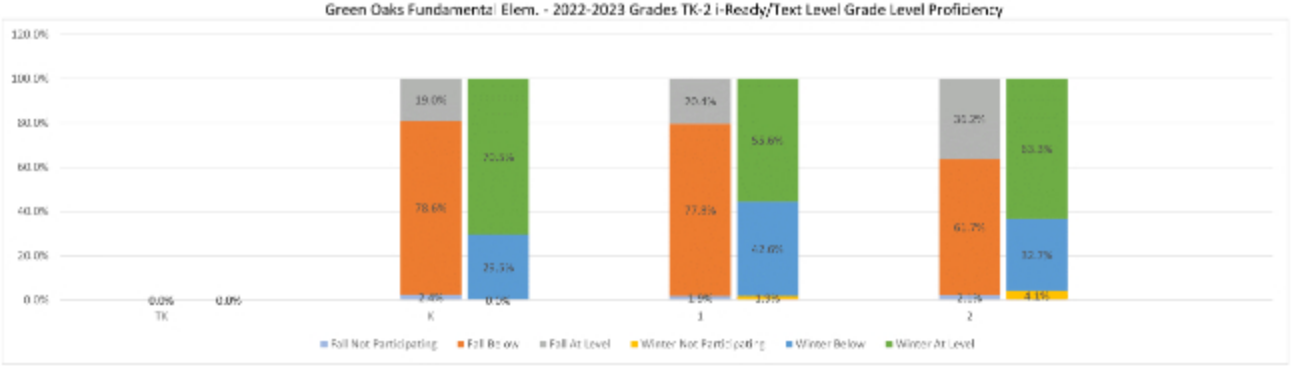
Green Oaks Fundamental Elem. -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	44	2.4%	78.6%	19.0%	0.0%	29.5%	70.5%			
1	54	1.9%	77.8%	20.4%	1.9%	42.6%	55.6%			
2	49	2.1%	61.7%	36.2%	4.1%	32.7%	63.3%			

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

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

Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

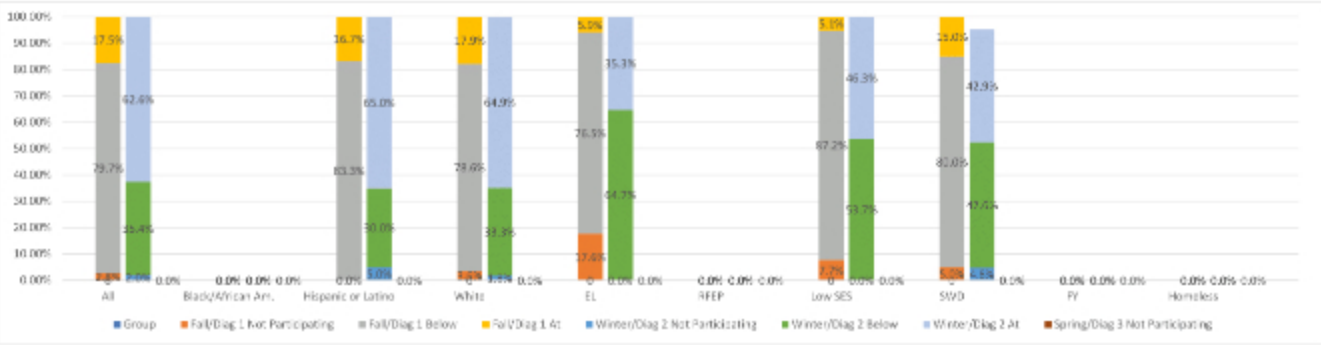
		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	147	4	114	25	6	115	26			
Black/African Am.	5	0	5	0	0	5	0			
Hispanic or Latino	20	0	15	3	2	15	3			
White	114	4	88	20	4	89	21			
EL	17	3	13	1	1	14	2			
RFEP	3	0	2	0	0	2	0			
Low SES	41	3	34	2	3	35	3			
SWD	21	1	16	3	1	16	3			
FY	1	0	1	0	0	1	0			
Homeless	4	0	3	0	0	3	0			

Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	148	2.8%	79.7%	17.5%	4.1%	77.7%	17.6%			
Black/African Am.	5	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Hispanic or Latino	20	0.0%	83.3%	16.7%	10.0%	75.0%	15.0%			
White	114	3.6%	78.6%	17.9%	3.5%	78.1%	18.4%			
EL	17	17.6%	76.5%	5.9%	5.9%	82.4%	11.8%			
RFEP	3	0.0%	100.0%	0.0%	0.0%	66.7%	0.0%			
Low SES	41	7.7%	87.2%	5.1%	7.3%	85.4%	7.3%			
SWD	21	5.0%	80.0%	15.0%	4.8%	76.2%	14.3%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	4	0.0%	100.0%	0.0%	0.0%	75.0%	0.0%			

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

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



Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	44	1	34	7	2	34	8			
1	54	1	43	10	1	43	10			
2	49	2	37	8	3	38	8			

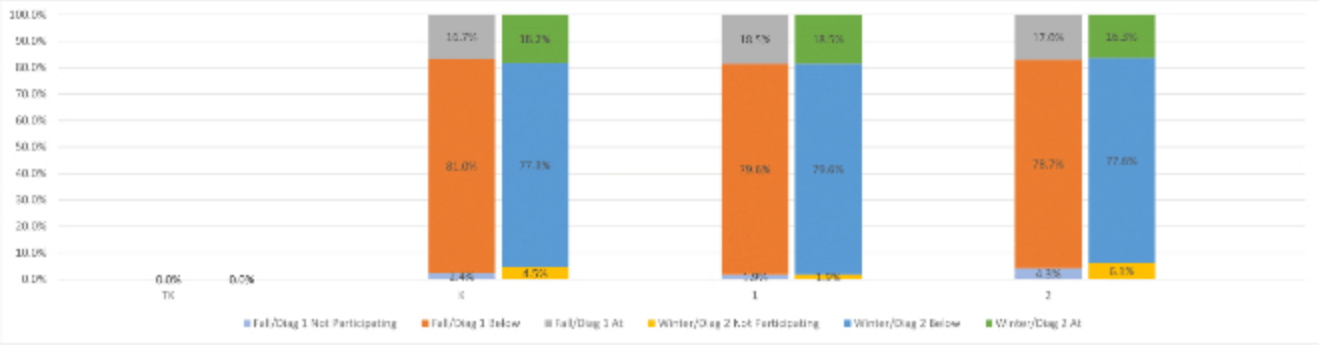
Green Oaks Fundamental Elem. -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	44	2.4%	81.0%	15.7%	4.5%	77.3%	18.2%			
1	54	1.9%	79.6%	18.5%	1.9%	79.6%	18.5%			
2	49	4.3%	78.7%	17.0%	6.1%	77.6%	16.3%			

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

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

Green Oaks Fundamental Elem. - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. In ELA Reading, 62.2.% of students in grades K-2 were at grade level.
   In ELA Reading, 68.8% of students in grades 3-5 were at grade level.

   In Math, 63.5% of students in grades K-2 were at grade level.
   In Math, 59.2% of students in grades 3-5 were at grade level.

   Based on this data, as well as CAASPP data, staff has agreed to focus on academic growth in math to identify specific areas of need based on Math Recovery assessments and teaching tools/strategies.

Spring 2023
District Climate Survey Results by School

Green Oaks

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Caring Relationships	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School has a climate that is caring.	178	99.44%	95	86.32%	20	100.00%
B) There are students and staff on campus who listen to students when they have something to say.	177	96.05%	94	76.60%	20	100.00%
C) There is an adult from the school who checks on how students are doing.	177	88.14%	93	63.44%	20	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	177	93.79%	92	90.22%	20	90.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					20	95.00%
F) Staff feels part of an effective team.					20	100.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Family and Staff Engagement	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	178	96.63%			20	90.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	178	99.44%			20	95.00%
C) The school offers families opportunities to be involved in school and classroom activities.	177	97.18%			20	100.00%
D) The school keeps families well-informed about school activities.	178	98.31%			20	100.00%
E) The staff at our school listens to family concerns about issues.	178	88.20%			20	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	178	97.19%			20	100.00%
G) The school and families are partners in promoting positive behavior for my student.	178	97.75%			20	100.00%
H) Families who speak a language other than English receive general information about our school in their home language.	177	98.87%			20	85.00%
I) Staff receive information about upcoming events and important information about the school.					20	100.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
School Decision Making	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School seeks input when making important decisions.	177	83.05%	94	71.28%	20	95.00%
B) Important school decisions reflect diverse input.	178	79.78%	90	71.11%	20	100.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	177	96.05%				
D) The principal and staff listen to concerns of other staff members about issues.					20	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					20	95.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					20	85.00%
G) Our school uses data from this survey to inform site decision making.					20	85.00%
H) Staff voice matters in decision making.					19	89.47%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Safety	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Concerns abouts student safety are taken seriously.	177	95.48%	94	85.11%	20	95.00%
B) Concerns about student safety are addressed in a timely manner at my school.	177	92.66%	94	85.11%	20	100.00%
C) My school is a safe place for all students.	178	93.26%	95	88.42%	20	95.00%
D) My school is a safe place for all staff.					20	95.00%
E) Students know what staff member to go to if they have a safety concern.	178	92.70%	94	69.15%	20	90.00%
F) Students know school safety protocols.	177	92.09%	93	90.32%	20	95.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	177	85.88%	94	59.57%	20	90.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Sense of Belonging	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) School staff respects student diversity.	178	91.57%	95	89.47%	20	100.00%
B) Adults at my school treat students respectfully.	178	96.07%	94	85.11%	20	100.00%
C) Students are respectful to each other at school.	178	88.20%	94	47.87%	20	95.00%
D) Students have opportunities to socialize with other students often at school.	177	96.05%	93	79.57%	20	100.00%
E) Students have an adult on campus they trust.	178	95.51%	94	84.04%	20	100.00%
F) Students trust other students at school.	178	89.89%	94	86.17%	20	90.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	177	75.14%	92	77.17%	20	95.00%
H) School staff reflects student diversity.	178	75.28%	91	74.73%	20	55.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Academic Progress	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Families and students understand how assignments and tests are graded.	177	96.05%	95	81.05%	20	90.00%
B) Questions and concerns about schoolwork are addressed.	178	98.88%	93	77.42%	20	100.00%
C) Student grades reflect their knowledge of the material.	178	95.51%	92	75.00%	20	90.00%
D) Adults at my school believe all students can be successful.	178	98.88%	91	90.11%	20	95.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	178	93.26%	93	70.97%	20	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	178	96.07%	93	87.10%	20	100.00%
G) Teachers at my school go out of their way to help all students.	178	91.57%	93	63.44%	20	95.00%
H) Students receive timely and regular feedback on their learning.	177	97.18%	92	79.35%	20	90.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	177	91.53%			20	90.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
High Expectations	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Students are challenged academically at school.	175	91.43%	94	70.21%	20	100.00%
B) School recognizes and celebrates the academic success of all students.	174	93.68%	93	67.74%	20	100.00%
C) Adults on campus motivate students to do their best.	176	90.91%	93	78.49%	20	100.00%
D) School provides additional academic support when students are struggling.	176	85.23%	93	82.80%	20	100.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Students are interested in what they are learning.	177	89.27%	91	62.64%	20	100.00%
B) Students have access to classes and activities that meet their interests and talents.	177	84.18%	93	61.29%	20	95.00%
C) Students understand how to complete their schoolwork.	177	94.35%	91	76.92%	20	100.00%
D) Students complete assignments on time.	177	96.05%	92	77.17%	20	90.00%
E) Students are motivated to do their schoolwork.	175	84.00%	92	69.57%	20	95.00%

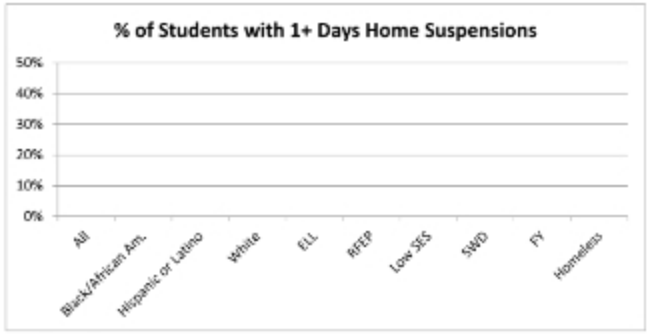
Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) Students are encouraged to take the required courses needed to be prepared for college and career.	160	44.38%	92	63.04%	20	30.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	159	41.51%	93	36.56%	20	20.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	160	54.38%	94	54.26%	20	20.00%
D) School offers college and career programs.	160	25.63%	92	14.13%	20	10.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	161	29.19%	92	21.74%	20	15.00%
F) Students are prepared for the next step of their educational experience.	162	64.20%	92	65.22%	20	75.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					20	70.00%
H) There are equitable opportunities for advancement in the district.					20	50.00%

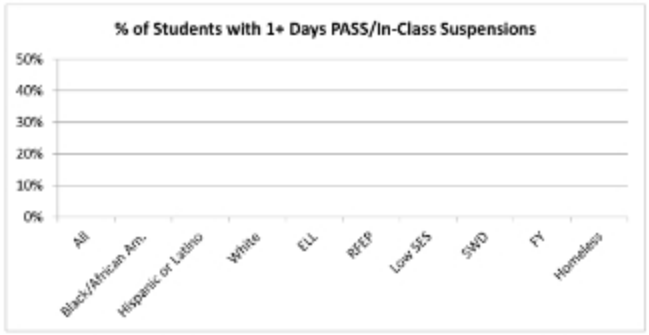
Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	**N**	**Pct**	**N**	**Pct**	**N**	**Pct**
A) I would recommend my school to other families.	176	97.16%	94	81.91%	20	100.00%
B) San Juan Unified School District is a district that I would recommend to other families.	175	86.86%	93	81.72%	20	90.00%

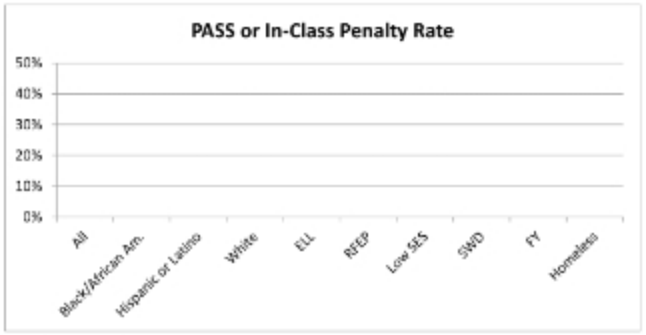
Green Oaks Fundamental Elem. 2022-2023 Suspension Data

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

		Home Suspensions					PASS or In-Class Suspension Penalties			
Groups	Enrollment	1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	305	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Black/African Am.	6	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	39	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	248	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	23	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	15	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	68	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
SWD	42	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	3	-	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.

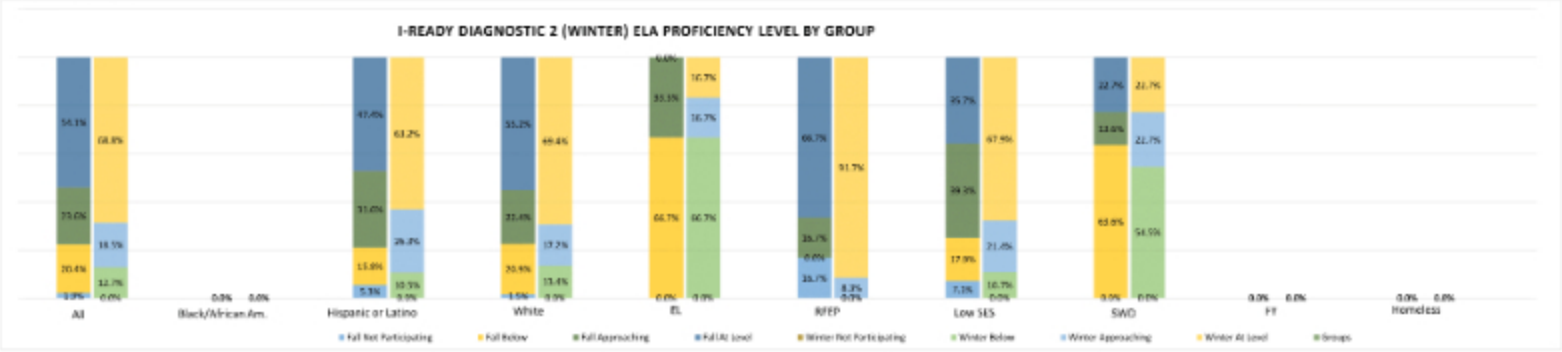
** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Green Oaks Fundamental Elem. - i-Ready Diagnostic 2 ELA Proficiency Level by Group

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Group	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	157	3	32	37	85	0	20	29	108				
Black/African Am.	1	0	0	0	1	0	0	0	1				
Hispanic or Latino	19	1	3	6	9	0	2	5	12				
White	134	2	28	30	74	0	18	23	93				
EL	6	0	4	2	0	0	4	1	1				
RFEP	12	2	0	2	8	0	0	1	11				
Low SES	28	2	5	11	10	0	3	6	19				
SWD	22	0	14	3	5	0	12	5	5				
FY	0	0	0	0	0	0	0	0	0				
Homeless	0	0	0	0	0	0	0	0	0				

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Group	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	157	1.9%	20.4%	23.6%	54.1%	0.0%	12.7%	18.5%	68.8%				
Black/African Am.	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%				
Hispanic or Latino	19	5.3%	15.8%	31.6%	47.4%	0.0%	10.5%	26.3%	63.2%				
White	134	1.5%	20.9%	22.4%	55.2%	0.0%	13.4%	17.2%	69.4%				
EL	6	0.0%	66.7%	33.3%	0.0%	0.0%	66.7%	16.7%	16.7%				
RFEP	12	16.7%	0.0%	16.7%	66.7%	0.0%	0.0%	8.3%	91.7%				
Low SES	28	7.1%	17.9%	39.3%	35.7%	0.0%	10.7%	21.4%	67.9%				
SWD	22	0.0%	63.6%	13.6%	22.7%	0.0%	54.5%	22.7%	22.7%				
FY	0												
Homeless	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

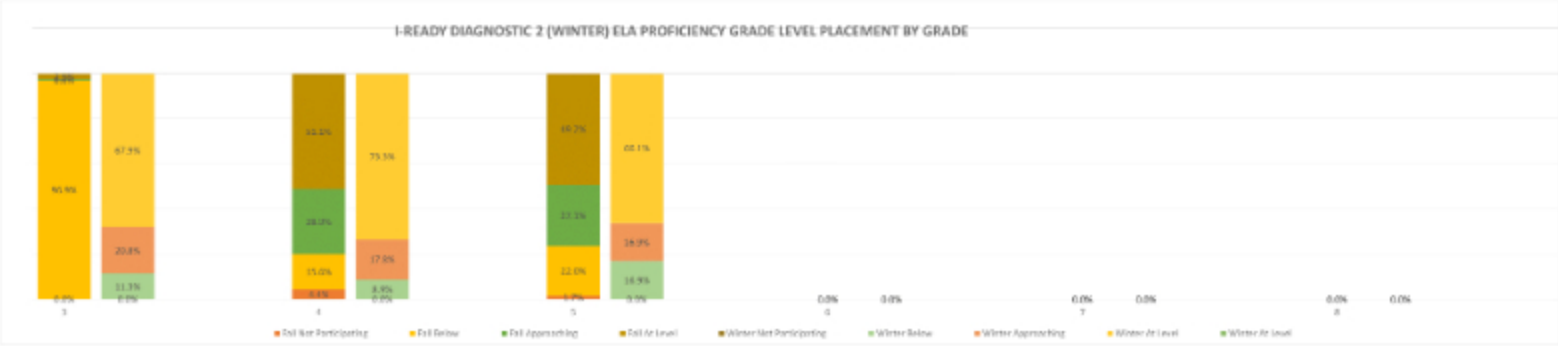


Green Oaks Fundamental Elem. - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	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	53	0	12	8	33	0	6	11	36				
4	45	2	7	13	23	0	4	8	33				
5	59	1	13	16	29	0	10	10	39				
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				

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	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	53	0.0%	22.6%	15.1%	62.3%	0.0%	11.3%	20.8%	67.9%				
4	45	4.4%	15.6%	28.9%	51.1%	0.0%	8.9%	17.8%	73.3%				
5	59	1.7%	22.0%	27.1%	49.2%	0.0%	16.9%	16.9%	66.1%				
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**

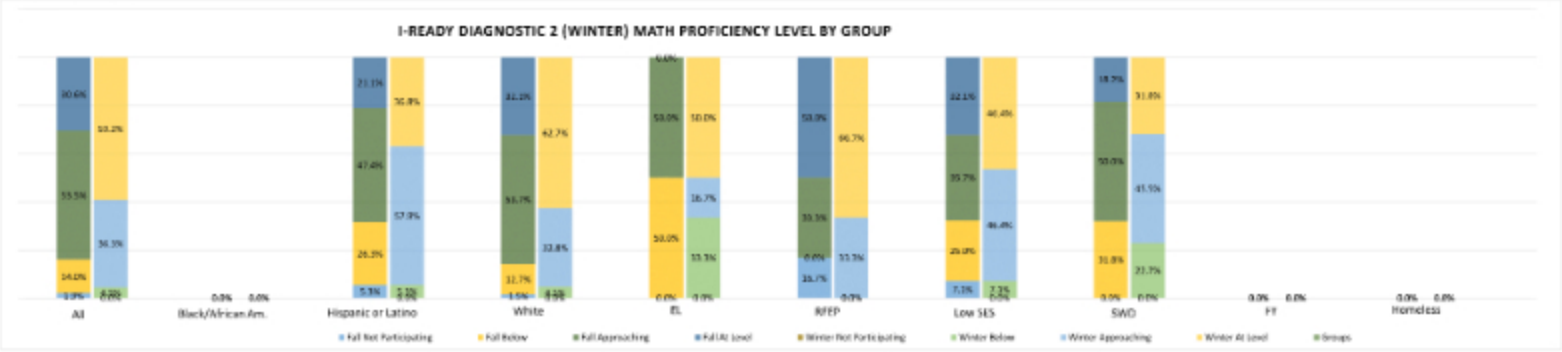


Green Oaks Fundamental Elem. - i-Ready Diagnostic 2 Math Proficiency Level by Group

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Group	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	157	3	22	84	48	0	7	57	93				
Black/African Am.	1	0	0	1	0	0	0	1	0				
Hispanic or Latino	19	1	5	9	4	0	1	11	7				
White	134	2	17	72	43	0	6	44	84				
EL	6	0	3	3	0	0	2	1	3				
RFEP	12	2	0	4	6	0	0	4	8				
Low SES	28	2	7	10	9	0	2	13	13				
SWD	22	0	7	11	4	0	5	10	7				
FY	0	0	0	0	0	0	0	0	0				
Homeless	0	0	0	0	0	0	0	0	0				

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Group	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	157	1.9%	14.0%	53.5%	30.6%	0.0%	4.5%	36.3%	59.2%				
Black/African Am.	1	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%				
Hispanic or Latino	19	5.3%	26.3%	47.4%	21.1%	0.0%	5.3%	57.9%	36.8%				
White	134	1.5%	12.7%	53.7%	32.1%	0.0%	4.5%	32.8%	62.7%				
EL	6	0.0%	50.0%	50.0%	0.0%	0.0%	33.3%	16.7%	50.0%				
RFEP	12	16.7%	0.0%	33.3%	50.0%	0.0%	0.0%	33.3%	66.7%				
Low SES	28	7.1%	25.0%	35.7%	32.1%	0.0%	7.1%	46.4%	46.4%				
SWD	22	0.0%	31.8%	50.0%	18.2%	0.0%	22.7%	45.5%	31.8%				
FY	0												
Homeless	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

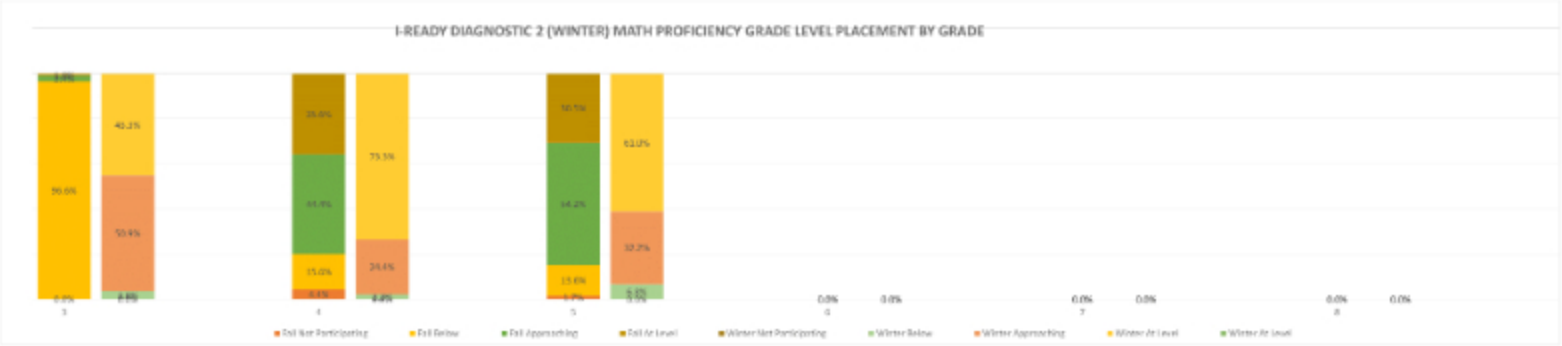


Green Oaks Fundamental Elem. - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	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	53	0	7	32	14	0	2	27	24				
4	45	2	7	20	16	0	1	11	33				
5	59	1	8	32	18	0	4	19	36				
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				

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	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	53	0.0%	13.2%	60.4%	26.4%	0.0%	3.8%	50.9%	45.3%				
4	45	4.4%	15.6%	44.4%	35.6%	0.0%	2.2%	24.4%	73.3%				
5	59	1.7%	13.6%	54.2%	30.5%	0.0%	6.8%	32.2%	61.0%				
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 62.2% of all students in grades K-2 were at or above grade level proficiency.
   We found that 46.3% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.
   We found that 35.3% of English Language Learners in grades K-2 were at or above grade level proficiency.

   Based on this this data, we discovered that our students perform high in phonemic awareness and phonics, yet struggle with vocabulary development which impedes comprehension. Staff will continue to work on refining small group reading instruction to focus more on vocabulary development with reading strategies to support comprehension.

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 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 build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

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?

The annual School Climate Survey for 22-23 results were discussed at leadership meetings and staff meetings. Listening circles were held for grades K-5 and student input was shared with staff and families. We focused on certain survey areas, including high expectations/caring relationships, and school culture/sense of belonging.

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

What worked: Students enjoy after school family events, the beaver buck store, and feel safe because of our regular safety drills and agreement to keep the classroom doors locked. Parents appreciate the weekly newsletters and report that they have benefited from the communication from staff regarding student behavior and academics. Students feel a need to have more input on what they are learning about and need more motivation to complete assignments. 76.6% of students feel heard by their peers. 79.78% of parents have expressed more diverse input regarding decision making.

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

Modifications based on the data include assessing the need for social emotional materials to assist with students impulsive behaviors. The need to train and inform new IA1's to best help students to shrink their gaps in learning. The need for supports and intervention to address chronic absenteeism. Staff implemented Cloud 9 SEL program and held monthly assemblies to recognize students for attendance, punctuality, and those that modeled our monthly character strengths. English Language Advisory Committee was held four times this year to illicit feedback from EL families. Our staff determined the need to implement a new program called Second Step to help with social emotional needs.

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Climate Survey	School Culture-Overall 94.3% parents 79.4% students 97.5% staff School Safety-Overall 97% parents 83.6% students 95% staff High Expectations-Overall 90.31% parents 74.81% students 100% staff Participation/Motivation-Overall 89.5% parents 69.5% students	Winter Survey Data: High Expectations/Caring Relationships: 91.31% parents (1% increase), 79.81% students (5% increase) and 100% of staff (maintain) Participation/Motivation: 90% of parents (.5% increase), 72.5% of students (3% increase) and 97% of staff (1% increase) School Culture: 95.3% of parents (1% increase), 82.4% of students (3% increase) and 98.5% of staff (1% increase) School Safety:

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	96% staff	98% of parents (1% increase), 86.6% of students (3% increase) and 96% of staff (1% increase)

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	Coordinate with PTA and staff to provide learnng activities and incentives for students and ways to celebrate individuals and classes as a whole.	X All Students English Learners Low-Income Students Foster Youth Other	Staff, parents, students and principal	Other		School Year 2023-24
1.2	Increase clerk hours to allow for more time to connect with families and determine barriers to coming to school. Clerk will prioritize hispanic and students with	X All Students English Learners Low-Income Students Foster Youth Other	Staff and principal	LCFF Supplemental Site Allocation	19,968	School Year 2023-24

	disabilities as outlined in the comprehensive needs assessment.					

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 will 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?

The annual School Climate Survey for 22-23 reflected the sentiment and trials of the conditions that the COVID pandemic produced. We focused on certain survey areas, including a sense of belonging, and in addition, looked at chronic absence, attendance and suspension rates. We monitored the data monthly.

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

What worked was our students increased their feeling a sense that they are a part of their community by 10 percent over the prior year. This is in large part based on the return to school in person and making connections. The data clearly shows that chronic absence rates and general low attendance were very high as compared to usual rates of 98 percent attendance (prior to the pandemic). This is a result of COVID and the length of time a student would need to stay home if sick. Another factor was a result of some students not feeling engaged in learning due to habits established the prior year during distance learning.

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

Modifications include the reinstatement of practices that allows for accountability with attendance and chronic absence. A focus on study skills and engagement with learning, increasing time on task and ability to focus. There are also school wide incentives for attendance and learning such as the school's Reading Rocks program.

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
2022-2023 Student Winter Survey: Sense of Belonging, School Culture and Climate	Data below is based on Winter 22-23 Survey 78.01% of 4th/5th grade students feel like they are overall a part of their school community 47.07% of 4th/5th grade students feel people are respectful to others at their school	Increase percent of 4th/5th grade students who feel like they are part of their school community 3% Increase percent of 4th/5th grade students who feel people are respectful to others at their school by 10%
Chronic Absence Rate	All: 16.1% Based on 2022-2023 August to January Low SES: 27.9% Hispanic: 20.5% Students with Disabilities:11.9%	Decrease chronic absence rate by 4%
Attendance	All: 94.3% Low SES: 93.1% Hispanic: 92.8% Students with Disabilities: 94.6%	Increase attendance rate by 2%
Suspension Rate	All: .65%	decrease suspension rate by 1%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic: 0% Students with Disabilities: 2.27%	

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	Access to Social worker for students who require the needed outreach.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher, students, administration.			School Year 2023-24
2.2	Address health oriented activity like Red Ribbon week.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, administration, parents.	Other 0000: Unrestricted		School Year 2023-24
2.3	Cover Social Justice and equity presented by the district	X All Students English Learners Low-Income Students Foster Youth Other	Teacher, students, administration, parents.			School Year 2023-24
2.4	Provide information on health services by email and website	X All Students English Learners Low-Income Students Foster Youth Other	staff, admin.			School Year 2023-24

2.5	Implementation of Second Step Social Emotional Program	X All Students English Learners Low-Income Students Foster Youth Other	staff, parents, adiminstration, students	Other		School Year 2023-24
2.6	Hire Superior Sports Program to provide games at lunch recess to promote inclusivity and social emotional skills.	X All Students English Learners Low-Income Students Foster Youth Other	staff, students, administration	Other	30,000.00	

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

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?

The use of IReady was largely used to assess and diagnose reading and math in K-5. Subsequent supports included Scholastic Running Records and class assessments. The materials were assessed regularly throughout the year, including by trimester.

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

What worked was by using small group engagement, IA1's, our Intervention Specialist, and volunteers when able, IReady data showed profound growth between fall and winter assessments. Increased attendance and clear, consistent expectations and assessments across grades will help increase scores.

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

We have added additional support materials and have an Intervention Specialist to assist all students and teachers to lower learning gaps in students. We plan on continuing with our IA1's and as they become more skilled in training, students will increase their learning. Some of the IA's have attended district offered trainings to help support their skills in the classroom when working with students. Staff analyzed data and agreed to use Math Recovery in the 23-24 school year.

2022-23

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students how to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Text Level Data K-2-Winter IReady-2022	All: 62.2% At Standard 35.1% below Low SES: 46.3% At standard	All: 70% proficient Low SES: 63% proficient
IReady Reading Grades 3-5 Winter-2022	All: 68.8% At Standard 12.7% below Low SES: 67.9% At standard	Percentage of students who meet/exceed standards All: 70% Low SES: 73%
IReady Math-Winter Grades 3-5 2022	All: 59.2% At Standard 4.5% below Low SES: 46.4% At standard	Percentage of students who meet/exceed standards All: 65% Low SES: 50%

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	Monitor student achievement using IReady	X All Students English Learners Low-Income Students	Teachers and administrator			School Year 2023-24

	and running records data. Make modifications to instructional program based on data.	Foster Youth Other				
3.2	Increase student learning in ELA and Math using iReady data, incentives and lessons.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers and administrator			School Year 2023-24
3.3	Aid and/or teachers to assist with small group intervention, virtually or in person, for students who are below grade level in reading and math, including before or after school.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Lead Team and administrator	Other Other None Specified		School Year 2023-24
3.4	Purchase electronic devices/computers, contract online supports to assist ELL and low income	X All Students English Learners Low-Income Students Foster Youth Other	Teachers and administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000.00	School Year 2023-24

	students in learning.					
3.5	Purchase books, instructional supports and materials to assist low income and other targeted students.	X All Students English Learners Low-Income Students Foster Youth Other	Secretary, Administrator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5532.00	School Year 2023-24
3.6	Use a portion of 18 hrs. PD to be trained in Math Recovery assessments, teaching tools and strategies.	X All Students English Learners Low-Income Students Foster Youth Other	Secretary, Administrator	Other		School Year 2023-24
3.7	Before and After school small group instruction for struggling learners.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, administration	Other		School Year 2023-24

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?

The annual School Climate Survey for 22-23 reflected the sentiment and trials of the conditions that the COVID pandemic produced. We focused on certain survey areas, including the number of enrichment opportunities offered before, during or after school. The Survey- Meaningful Participation overall rating based on these questions:
*A. Students are prepared for the next step of their educational experience
* B. Quality classes/activities offered that meet each student's interests and talents
*C. Students are motivated/engaged in what they are learning. Percent strongly agree/agree

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

The data reflects that mid-year, students felt similar to last year, including engagement in what they are learning. A student's social emotional condition contributes to how they engage in learning. Students want to feel more involved in what they are learning. The data also reflects an increase of 0.2% that are prepared and ready for the next step of their educational experience.

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

We held monthly character assemblies to recognize students for their effort in demonstrating character traits that we focused on in the classroom and all areas on campus.

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Number of enrichment opportunities offered before, during or after school. Per Winter 2021-22 School Survey- Meaningful Participation overall rating based on these questions: *A. Students are prepared for the next step of their educational experience * B. Quality classes/activities offered that meet each student's interests and talents *C. Students are motivated/engaged in what they are learning. Percent strongly agree/agree	Data is based on 2021-2022 Survey, questions A, B and C/Metric Indicator: A. Parents-64.2% Students-65.22% Staff-75% B. 84.18% 61.29% 95% C.84.% 69.5% 95%	Parents-A.70% Students-70% Staff- 80% B.86% 65% 96% C.85% 70% 97%

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	Assemblies encouraging character and a growth mindset	X All Students X English Learners X Low-Income Students X Foster Youth Other	Admin ,staff	Other		School Year 2023-24
4.2	Provide organizational skills to help with future planning, using planners and other tools.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Admin, Staff	Other	600.00	School Year 2023-24
4.3	Departmentalize grades 3-5 in certain subjects to assist in middle school preparation.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Admin, Staff			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)	**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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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)			
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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)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
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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	$0.00
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	$62,100.00

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 ($)
LCFF Supplemental Site Allocation	$31,500.00
Other	$30,600.00

Subtotal of state or local funds included for this school: $62,100.00

Total of federal, state, and/or local funds for this school: $62,100.00

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	31,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00
Other	30,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	49,968.00
4000-4999: Books And Supplies	11,532.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	19,968.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,532.00
	Other	600.00
	Other	30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,968.00
Goal 2	30,000.00

Goal 3	11,532.00
Goal 4	600.00

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

Name of Members	Role
Julie Duncan	Classroom Teacher Parent or Community Member
Amber Sweeney	Parent or Community Member
Amy Givens	Classroom Teacher
Anne McBride	Parent or Community Member
Anna Maurer	Other School Staff
Arianna Yant	Classroom Teacher
Amber Cushen	Parent or Community Member
Amy Givens	Classroom Teacher
Kristi O'Brien (Principal)	Principal
Ashlee Brown	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
	Other: Lead Team Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23rd, 2023.

Attested:

	Principal, Kristi O'Brien on 05/23/23
	SSC Chairperson, Anne McBride on 05/23/23

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

Green Oaks Fundamental Elementary School

Funding Source: LCFF Supplemental Site Allocation **$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase clerk hours to allow for more time to connect with families and determine barriers to coming to school. Clerk will prioritize hispanic and students with disabilities as outlined in the comprehensive needs assessment.		$19,968.00	Connected Communities	
Purchase electronic devices/computers, contract online supports to assist ELL and low income students in learning.	4000-4999: Books And Supplies	$6,000.00	Engaging Academic Programs	
Purchase books, instructional supports and materials to assist low income and other targeted students.	4000-4999: Books And Supplies	$5,532.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	$31,500.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide organizational skills to help with future planning, using planners and other tools.		$600.00	Clear Pathways to Bright Futures	
Hire Superior Sports Program to provide games at lunch recess to promote inclusivity and social emotional skills.		$30,000.00	Healthy Environments for Social-Emotional Growth	

Green Oaks Fundamental Elementary School

Other Total Expenditures:	$30,600.00
Other Allocation Balance:	$0.00
Green Oaks Fundamental Elementary School Total Expenditures:	$62,100.00