School Year: **2024-25**

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 20th, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Data includes surveys, local assessments, empathy gatherings and observations. The comprehensive needs assessment will focus on site level data and the needs assessment was developed by input from our site leadership team, school site council, students, parents and support staff.
Site Data:
California School Dashboard: The California dashboard data indicates that overall in English Language Arts, our students performed 38.4 points above standard and is a 5.1 decrease from the previous year. Our students with disabilities decreased significantly by 23.2 points and over half of this student population is below standard.

Overall in math, our students performed 28.2 points above standard and was maintained from the previous school year. Our lowest performing student groups is students and students with disabilities. Students with disabilities decreased by 19.9 points compared to the previous year.
Chronic Absenteeism: Our EL student group increased by 10.7 points

In addition, a survey was completed by parents to get input regarding school climate and student/family connectedness. 89 families completed the survey and the results are below.
- 61.4% would like to have more family nights in order to improve family connectedness
- 64.4% feel that after school enrichment (Lego Engineering, STEAM activities) would improve student connection to school.
- 56.8% of parents feel that after school STEAM activities would help increase student achievement and 38.6% feel that before and after school interventions will help increase academic achievement.

Students were surveyed regarding their experience during recess with the Superior Sports program.
- 64% of students in grades 1,2 participate in the games.
- 84.9% of grades 3,4,5 students participate in the games offered.

- 76.6% of grades 1,2 have learned how to have good sportsmanship.
- 92.2% of students in grades 3,4,5 have learned about having good sportsmanship.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0.34%	0.33%	1	1	1
African American	0.65%	1.01%	0.98%	2	3	3
Asian	2.27%	2.36%	2.62%	7	7	8
Filipino	0.97%	1.01%	1.31%	3	3	4
Hispanic/Latino	13.27%	12.5%	15.74%	41	37	48
Pacific Islander	0.32%	0%	%	1	0	
White	76.38%	76.69%	70.49%	236	227	215
Multiple/No Response	5.83%	5.74%	8.52%	18	17	26
			Total Enrollment	309	296	305

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	41	31
Grade 1	46	52	51
Grade 2	46	46	52
Grade3	46	53	51
Grade 4	65	43	56
Grade 5	58	61	45
Total Enrollment	309	296	305

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	19	24	22	4.80%	6.1%	7.2%
Fluent English Proficient (FEP)	17	16	13	4.50%	5.5%	4.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
296	**30.4**	**8.1**	**0.3**
Total Number of Students enrolled in Green Oaks Fundamental.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	24	8.1
Foster Youth	1	0.3
Homeless	3	1
Socioeconomically Disadvantaged	90	30.4
Students with Disabilities	35	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	1
American Indian	1	0.3
Asian	7	2.4
Filipino	3	1
Hispanic	37	12.5
Two or More Races	17	5.7
White	227	76.7

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
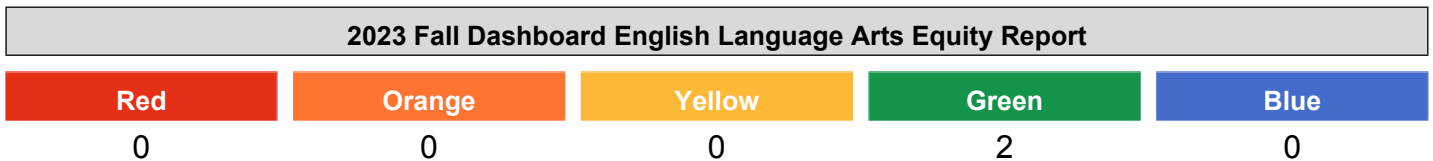## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	51.2 points above standard	No Performance Color
38.4 points above standard	Increased Significantly +31.3 points	0 Students
Decreased -5.1 points	14 Students	
150 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	58.7 points below standard
0 Students	38.6 points above standard	Decreased Significantly -23.2 points
	Increased +10.1 points	23 Students
	39 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Less than 11 Students	Less than 11 Students
0 Students	0 Students	2 Students	1 Student

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
11.2 points above standard	Less than 11 Students	No Performance Color	Green
Maintained +2.6 points	6 Students	0 Students	42.2 points above standard
18 Students			Decreased -12.4 points
			123 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		

Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students	Less than 11 Students	35.8 points above standard
5 Students	9 Students	Decreased -9.2 points
		131 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Lowest performing student group is student with disabilities. This student group decreased significantly by 23.2 points and over half of this student population are below standard. All students are scoring 38.4 points above standard in ELA which was a decrease in performance by 5.1 points.

During data analysis, teachers reflected that possible contributions were the following:
- not providing enough research based interventions
- Making assumptions about what students know
- Not enough time spent analyzing student data and then making action plans
- Lack of designated time to collaborate with resource staff to support IEP goals

- Professional Development to learn about Tier 1,2,3 academic interventions
- PD to help understanding of current research based interventions and strategies
- Leveled decodable text used consistently in K-2.

School and Student Performance Data
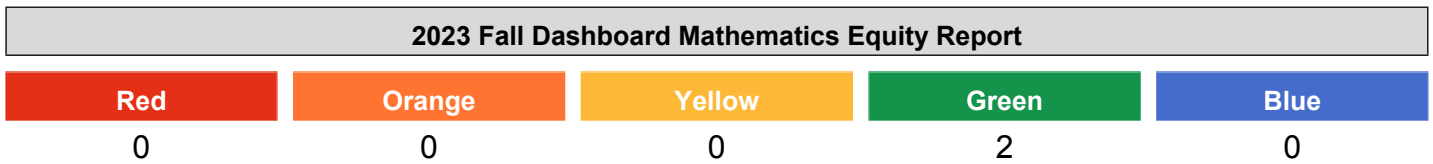
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	45.2 points above standard	No Performance Color
28.2 points above standard	Increased Significantly +29.6 points	0 Students
Maintained +0.6 points		
150 Students	14 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	19.9 points below standard
0 Students	16.8 points above standard	Maintained -1 points
	Increased +4.6 points	
	39 Students	23 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
4.7 points above standard Increased Significantly +16.9 points 18 Students	Less than 11 Students 6 Students	No Performance Color 0 Students	Green 33.1 points above standard Decreased -5.3 points 123 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 5 Students	Less than 11 Students 9 Students	26.5 points above standard Maintained -1.7 points 131 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 28.2 points above standard which maintained from the previous year. Our lowest performing student group is students with disabilities. This student group performed 19.9 points below standard and accounts for 23 students.

- Readjust pacing guide to match performance levels of current students
- Not allowing enough time for students to engage in dialogue that supports their reasoning.
- Focusing too much time on concrete goals rather than abstract.

- Before/After School Intervention
- Intervention within the school day and modeled after current ELA intervention
- IA help with screeners at the beginning of the year so that groups can start sooner
- Establish common agreements with Math Recovery strategies and implementation

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.917% making progress towards English language proficiency
Number of EL Students: 12 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0	1	0	11

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

91.7% of this student group is making progress towards English language proficiency and grew at least on level. One student maintained their level whereas 11 progressed at least one level.

- Not enough time spent on ELD instructional strategies
- Not carving out instructional time so that EL students are practicing their oral language skills.

- PD and support in understanding designated and integrated ELD instruction

- Collaboration time spent on focusing and planning ELD instruction and supports through Benchmark curriculum.

School and Student Performance Data

Academic Performance
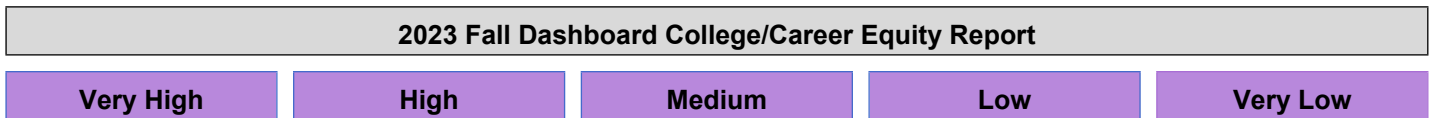## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
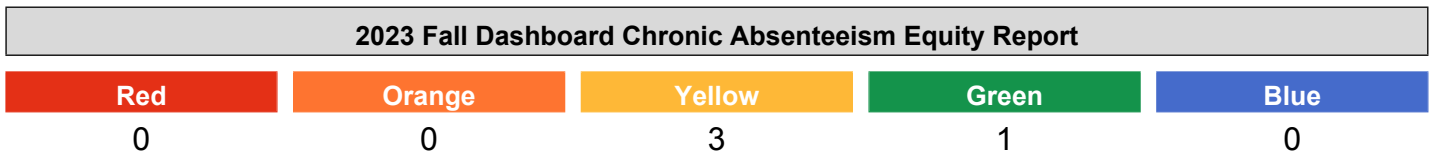## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 12.3% Chronically Absent Declined Significantly -5.2 308 Students	20.7% Chronically Absent Increased 10.7 29 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 4 Students	Yellow 15.5% Chronically Absent Declined -8.8 103 Students	Green 4.8% Chronically Absent Declined -28.6 42 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	1 Student	7 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	22.2% Chronically Absent	No Performance Color	Yellow
19.5% Chronically Absent	Declined -5.6	0 Students	10.6% Chronically Absent
Declined -1.9	18 Students		Declined Significantly -5.2
41 Students			235 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

12.3% of all students were chronically absent which was a significant decrease from the previous year. Our lowest performing student groups are English learners and Socioeconomically disadvantaged students. English language learners increased by 10.7% and 20.7% are chronically absent. 15.5% of socio-economically disadvantaged students are chronically absent. In addition, 19.5% of our Hispanic students are chronically absent which was a decrease from the previous year.

- Not making enough personal connections with our EL and low socioeconomic families
- Not making purposeful teaching moves that allow for more input in the classroom for our students so that they feel recognized and important.
- Need to be more thoughtful about representing all cultures, languages, and backgrounds in our books and curriculum.

- professional development to better support EL students
- Regular Communication with families to educate them on the impact of attendance
- Weekly and monthly reward/recognition
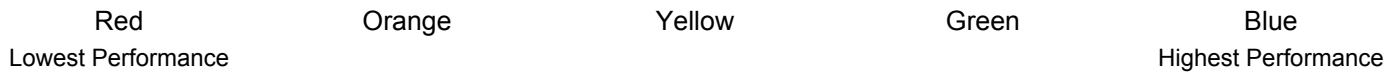- Translation of documents being sent home

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
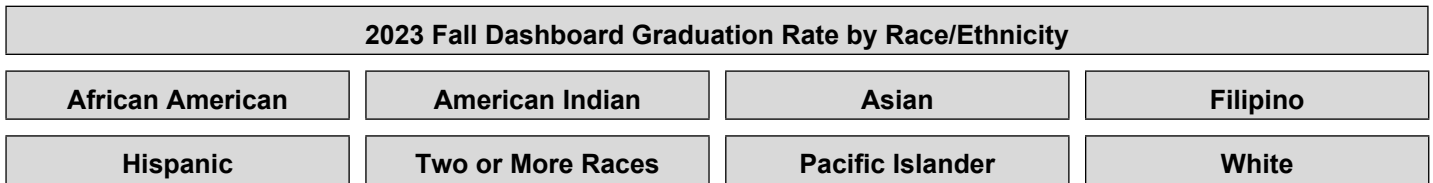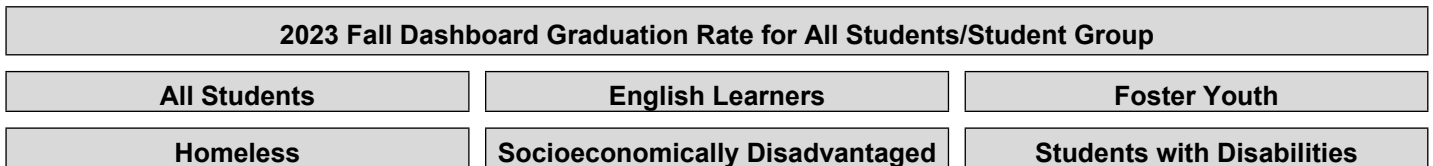
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate
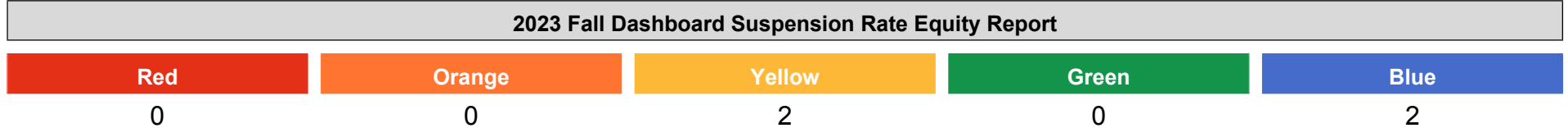## Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

0.6% suspended at least one day

Maintained 0

312 Students

English Learners

0% suspended at least one day

Maintained 0

30 Students

Foster Youth

Less than 11 Students

1 Student

Homeless

Less than 11 Students

5 Students

Socioeconomically Disadvantaged

Blue

0% suspended at least one day

Declined -1.3

106 Students

Students with Disabilities

Yellow

2.3% suspended at least one day

Maintained 0.2

44 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	0% suspended at least one day	No Performance Color	Yellow
0% suspended at least one day	Maintained 0	0 Students	0.8% suspended at least one day
Maintained 0 42 Students	18 Students		Increased 0.4 238 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

0.6% of all students were suspended at least one day. Our lowest performing student groups were Students with disabilities and white students. Students with disabilities maintained suspension rate. White students increased by 0.4%

- More time needs to be spent on conflict resolution
- Training for Rec Aides and I.A.'s on supporting students through problem solving

- Friendship groups
- PD for classified staff related to relationship building, supervision, conflict management

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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 data that we used to monitor progress is CAASPP, iReady, Running Records, informal observations, data analysis during (1) half day release per grade level. This data was monitored annually, once a trimester and running records are implemented on an as needed basis.

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

- Imbedding iReady into the school day and creating an incentive program for students to feel motivated to use it more often
- Small group instruction using IA support, pull out intervention groups instructed by one full time intervention teacher,
- Before/After School Intervention

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

- Increased the amount of students that were recognized at our assemblies so that more students were being celebrated and therefore increased motivation
- Carved out time to meet as grade levels to analyze data and make plans moving forward

2023-24
Identified Need

Students with disabilities are significantly behind in academic progress in both reading and math. EL students are maintaining progress but are still behind in proficiency as well. Teachers recognize the need to analyze data, target their small group instruction and attend PD that helps identify ways that we can use research based interventions to support all students. All teachers agree that more time needs to be spent on analyzing data and making concrete plans to adjust instruction accordingly.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	38.4 points above standard	+3 scale points
	English Learners	51.2 points above standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	38.6 points above standard	
	Students with Disabilities	58.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	11.2 points above standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races		
	Pacific Islander		
	White	42.2 points above standard	
Math State Assessment: Change in scale score	All Students	28.2 points above standard	+3 scale points
	English Learners	45.2 points above standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	16.8 points above standard	
	Students with Disabilities	19.9 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	4.7 points above standard	
	Two or More Races		
	Pacific Islander		
	White	33.1 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.917%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	16.67%		+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Monitor student achievement and analyze data to modify instructional plan using iReady. Provide release days for grade level teams to collaborate.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4,900	2024-2025 School Year
1.2	Before and After School Intervention	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4,000	2024-2025 School Year
1.3	Purchase supplemental instructional materials and supplies to support students	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,800	2024-25 School Year

1.4	Continue Math Recovery professional development and use a portion of 18 hours to use the instructional strategies to focus on student academic growth.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year
1.5	PD to increase staff awareness on engaging EL families and best practices to support the progression of EL proficiency	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-25 School Year

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Parent and student surveys, Dashboard data, weekly and monthly attendance reports, progress monitoring in before and after school program, attendance in before school reading club. Admin and attendance clerk identified students with disabilities that were experiencing chronic absenteeism. Admin and attendance clerk developed and implemented a month long attendance improvement incentive plan where students were recognized weekly for their improvements. Students came down to spin a prize wheel and were rewarded with prizes like: lunch with the principal, extra recess minutes for the class, prize box items, and popcorn parties with friends.

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

Attendance in reading club was consistent throughout the year. Students come to school 25 minutes before breakfast and read with their peers. They have access to books in the library and staff to help support them with reading strategies and comprehension. The

attendance improvement plan was effective with students but we realized that parents played an integral role, so we modified this along the way and started sending communication to parents via Talking Points to praise parents for their efforts along with pictures of students spinning the wheel.

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

We learned that parents could also use homework support for their students so staff became available during reading club to support home efforts. We noticed that students were starting to increase their attendance and we wanted to continue with that success so we started encouraging students to invite other friends to their luncheons and parties in an effort to increase their connectedness to school.

2023-24
Identified Need

EL students are also a target student group for increased attendance. EL students increased have been identified as a student group that needs support with attendance. EL students increased chronic absenteeism by 10.7 points. Efforts will need to be made to support this student group. Increasing clerk hours to connect with families, educate them on the importance of attendance as well as coordinating incentive programs are part of improvements that will be made 24-25.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	12.3% Chronically Absent	-0.5%
	English Learners	20.7% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	15.5% Chronically Absent	
	Students with Disabilities	4.8% Chronically Absent	
	African American		
	American Indian		
	Asian		
	Filipino		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Hispanic	19.5% Chronically Absent	
	Two or More Races	22.2% Chronically Absent	
	Pacific Islander		
	White	10.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.81%		95%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.		
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander		.

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Increase Attendance Clerk hours +2 to allow for time to connect with families, hold attendance meetings and initiate incentive programs to help increase attendance. PC 38870	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	8,526 12,274	24-25 School Year
2.2	Before and After School Intervention	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		24-25 School Year
2.3	Extend (2) IA's hours by +2 to provide before and after school enrichment and to increase student	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		24-25 School Year

	connectedness to school				
2.4	School wide assemblies held to recognize students for improved attendance and punctuality as well as specifically targeting EL families to increase attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		24-25 School Year

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Feedback from PTA meetings, Site council and ELAC meetings. Student council meeting input, staff meeting collaboration in addition to climate survey.

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

Parents provided feedback that they enjoy our family events and they also want to be able to participate without requiring the PTA to host them. A survey was sent home to seek feedback on what kinds of family nights parents would be most interested in attending. Feedback from that survey will help determine the direction we go into for the 24-25 school year.

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

We found that not all families could/wanted to attend events if there was a cost attached to them. PTA and staff made sure that there was information shared that offered to cover fees for families in need. We did not receive any requests to cover fees for future events, but we have discussed ways to cut down cost and to also offer more PTA sponsored events for all families. Supervision at events was also a concern. Families would like to be able to attend events with their older siblings as well which creates a supervision issue. Staff is working out ways to encourage volunteers to supervise playground areas during these events so that everyone is safe and all school property is respected.

2023-24
Identified Need

Students with disabilities are at the highest percentile of suspension at 2.3%. Our suspension rate declined this year by 0.3%. 78% of students feel connected to school and that is an area of growth. Things that we have done to improve this is to offer first Friday treats on the first Friday of every month. PTA asks that students purchase these items in advance but no child will be turned away if they approach the table after school, regardless if they have money to purchase. We increased our skate nights this year and had four skating events instead of three to provide more opportunities for students to participate in school and family related activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.6% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0% suspended at least one day	
	Students with Disabilities	2.3% suspended at least one day	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	0% suspended at least one day	
	Two or More Races	0% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Pacific Islander White 0.8% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	78.0%	83%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	79.6%	84%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	25% of PTA board members are parents of students with disabilities and 25% of the parents on our site council are parents of students with disabilities.	30%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Family Evening Events to support family and student engagement as well as connectedness. This will also provide	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-25 School Year

		opportunities for parents to take more leadership roles.				
3.2		Before/After School Clubs: Book Club, LEGO Engineering, Gaming/Coding will help increase student connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-25 School Year
3.3		School Wide Assemblies Acknowledging student character strengths: Responsibility, Kindness, Growth Mindset to help decrease suspension and maintain the 0% expulsion rate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-25 School Year
3.4		Maintain the (1) 3 hour school playground recreational aide and the (1) 3.5 hour recreational aide position to monitor students before school, during breakfast as well as lunch to increase the	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-25 School Year

	sense of student safety.				

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:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	$31,500.00

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

Subtotal of state or local funds included for this school: $31,500.00

Total of federal, state, and/or local funds for this school: $31,500.00

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

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,900.00
2000-2999: Classified Personnel Salaries	8,526.00
3000-3999: Employee Benefits	12,274.00
4000-4999: Books And Supplies	1,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	8,900.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,526.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	12,274.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	1,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,700.00

Goal 2	20,800.00

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
Elizabeth Perry	Classroom Teacher
Michele Palermo	Classroom Teacher
Ari Yant	Classroom Teacher
Anne McBride	Parent or Community Member
Anna Maurer	Other School Staff
Kristine Eddis	Parent or Community Member
Marti Schaffer	Parent or Community Member
Natalia Nash	Parent or Community Member
Kristi O'Brien (Principal)	Principal
Oksana Vanden	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 20th, 2024.

Attested:

Signature	
see above	Principal, Kristi O'Brien on May 20th, 2024
see above	SSC Chairperson, Marti Schaffer on May 20th, 2024

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
Monitor student achievement and analyze data to modify instructional plan using iReady. Provide release days for grade level teams to collaborate.	1000-1999: Certificated Personnel Salaries	$4,900.00	Connected Communities	
Before and After School Intervention	1000-1999: Certificated Personnel Salaries	$4,000.00	Connected Communities	
Purchase supplemental instructional materials and supplies to support students	4000-4999: Books And Supplies	$1,800.00	Connected Communities	
Increase Attendance Clerk hours +2 to allow for time to connect with families, hold attendance meetings and initiate incentive programs to help increase attendance. PC 38870	2000-2999: Classified Personnel Salaries	$8,526.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$12,274.00	Healthy Environments for Social-Emotional Growth	

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	

Other Total Expenditures: $600.00

Other Allocation Balance: $0.00

Green Oaks Fundamental Elementary School Total Expenditures: $32,100.00