School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grand Oaks Elementary	34-67447-6034573	May 12th, 2025	June 24,2025

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)

x Schoolwide Program

X Targeted Support and Improvement

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).
Grand Oaks has been identified as meeting the criteria for Additional Targeted Support and Improvement specifically for English learners.

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

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

SPSA Title Page 1
Purpose and Plan Summary 1
Table of Contents....3
Comprehensive Needs Assessment Components 4
Data Analysis 4
Root Cause Analysis....4
Resource Inequities 4
Input from Educational Partners 4
School and Student Performance Data 5
Student Enrollment....5
Student Population....7
Overall Performance 8
Academic Performance....9
Academic Engagement 19
Conditions & Climate....23
Goals, Strategies, & Proposed Expenditures....26
SPSA/Goal 1 26
SPSA/Goal 2 32
SPSA/Goal 3 37
Centralized Services for Planned Improvements in Student Performance 43
Budget Summary 45
Budget Summary 45
Other Federal, State, and Local Funds 45
Budgeted Funds and Expenditures in this Plan 46
Funds Budgeted to the School by Funding Source....46
Expenditures by Funding Source 46
Expenditures by Budget Reference 46
Expenditures by Budget Reference and Funding Source 46
Expenditures by Goal....47
School Site Council Membership 48
Recommendations and Assurances 49

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

Throughout the school year ELAC and Site Council met to review goals, actions and budgets relating to student data points.
These meetings were in September, January, February, May 2025. Each time we met we gathered input and feedback.
In Spring of 2025 the SPSA was reviewed by both ELAC and School Site Council on May 20, 2025.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.15%	1.29%	1.19%	3	4	4
African American	4.62%	3.56%	2.38%	12	11	8
Asian	2.31%	2.27%	4.17%	6	7	14
Filipino	%	0.65%	%		2	
Hispanic/Latino	44.62%	40.78%	39.88%	116	126	134
Pacific Islander	0.38%	0.65%	0.60%	1	2	2
White	39.62%	44.34%	46.43%	103	137	156
Multiple/No Response	7.31%	6.47%	5.36%	19	20	18
			Total Enrollment	260	309	336

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	35	69	57
Grade 1	56	44	54
Grade 2	46	55	55
Grade3	40	49	60
Grade 4	44	42	49
Grade 5	39	50	40
Total Enrollment	260	309	336

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	55	61	74	19.70%	21.2%	22.0%
Fluent English Proficient (FEP)	14	13	8	4.60%	5.4%	2.4%
Reclassified Fluent English Proficient (RFEP)			2	3.6%		1.82%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
336	**78.9%**	**22%**	**1.2%**
Total Number of Students enrolled in Grand Oaks Elementary.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	74	22%
Foster Youth	4	1.2%
Homeless	15	4.5%
Socioeconomically Disadvantaged	265	78.9%
Students with Disabilities	78	23.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2.4%
American Indian	4	1.2%
Asian	14	4.2%
Filipino	0	0.0%
Hispanic	134	39.9%
Two or More Races	18	5.4%
Pacific Islander	2	0.6%
White	156	46.4%

School and Student Performance Data

Overall Performance

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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Red		

School and Student Performance Data

Academic Performance
English Language Arts

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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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
59.9 points below standard	111.5 points below standard	0 Students
Maintained 2.6 points	Declined 28.9 points	
142 Students	35 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	68.1 points below standard
1 Student	5 Students	Declined 9.9 points
		119 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
94.3 points below standard	Less than 11 Students	Less than 11 Students
Increased 21.4 points	4 Students	1 Student
45 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	0 Students	71.8 points below standard
7 Students		Declined 5.3 points
		63 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	42.8 points below standard
4 Students	1 Student	Maintained 2.7 points
		62 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.

n the 2024 CAASPP assessments:

All students 59.9 points below standard which was similar to the previous school year by 2.6 points.
Our lowest performing students groups were English Learners and Hispanic students.
English Learners scored 111.5 points below standard which was a decrease of 28.9 points from the previous year.
Hispanic students scored 71.8 points below standard which was a decrease of 5.3 points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Although GLAD strategies were implemented throughout the school year, the implementation and monitoring using iReady may not have been the best progress monitoring tool.
Small group reading instruction as well as fluid groups were implemented yet may not be meeting the specific needs of our Hispanic and English learner students. Culturally relevant materials as well as strategies around guided reading using ELPAC type reading techniques were lacking.
English learner attendance had the highest percentage of chronically absent, these absences could contribute to students not feeling a part of the community at school and may contribute to slower academic growth.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention teacher - K-2
Purchase supplemental materials specific to guided reading incorporating integrated ELD strategies as well as cultural relevant materials and supplies.
Before and After School tutoring to support literacy and Math principally directed towards to EL and Hispanic students (but not limited to).
Potential use of 0.5 Intervention teacher to address learning gaps primarily with our EL and Hispanic students but limited to those groups.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

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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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
59.3 points below standard	105.1 points below standard	0 Students
Increased 11.5 points	Declined 18.4 points	
144 Students	37 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	66.8 points below standard
1 Student	5 Students	Increased 3.5 points
		121 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
105.4 points below standard	Less than 11 Students	Less than 11 Students
Increased 28.6 points	4 Students	1 Student
45 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	84.2 points below standard
7 Students		Declined 6.4 points
		63 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	39.5 points below standard
4 Students	1 Student	Increased 17.5 points
		64 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 59.3 points below standard which was an increase of 11.5 points.
Lowest performing student groups were English learners.
English learners were 105.1 points below standard which was a decrease of 18.4 points from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Through discussions with School Site Council as well as Site Leadership team, we acknowledge that the additional 3rd grade class that was added in early March, may have contributed to some of these results. With that said, professional learning around Mathematical practices were implemented yet may not have addressed the language need of our English learners as we had hoped.
Some additional considerations that were discussed included engagement as well as attendance. Some of our EL and Hispanic students may not feel connected to our Mathematical curriculum causing a disconnect.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Professional learning around integrated strategies including but not limited to GLAD and vocabulary development in Math.
Supplemental supplies above and beyond core specifically for culturally relevant material and GLAD strategies.

Before School and After School tutoring beyond homework completion.
Potential use of 0.5 Intervention teacher to address learning gaps primarily with our EL students but limited to.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
34% making progress.	making progress.
Number Students: 50 Students	Number Students: 0 Students

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.

2024 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**
18%	48%	0%	34%

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

48% of our English learners have maintained their ELPAC levels.
In addition, 18% of our students decreased one level.
One highlight is that 34% of our students made at least one level gain on ELPAC.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Last year, our Designated ELD classes did not have a structured program. EL students were put onto the computer for LEXIA core. Expectations were lower due to belief of learning the new language.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

EL Achieve program, Professional Development on researched based strategies to support EL student need in both Designated and Integrated ELD.
Focus on vocabulary across all classrooms.

Supplemental supplies and materials above and beyond Designated ELD.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

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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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
24.4% Chronically Absent	30.5% Chronically Absent	0 Students
Declined 9.1	Declined 0.7	
381 Students	105 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	40% Chronically Absent	26.7% Chronically Absent
4 Students	Declined 10	Declined 9.1
	35 Students	318 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
18.8% Chronically Absent	36.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 15.3	Declined 20.8	4 Students
96 Students	11 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
26.9% Chronically Absent	0 Students	28.6% Chronically Absent
0		Declined 7.4
26 Students		147 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
25% Chronically Absent	Fewer than 11 students - data not displayed for privacy	18.7% Chronically Absent
Declined 15	2 Students	Declined 10.2
20 Students		171 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.

24.4% of all students were chronically absent which was a decrease of 9.1% from the previous school year.
Our lowest performing student groups were English learners, Hispanic, Homeless, and African American students.
30.5% of our English learners were chronically absent which was a 0.7% decrease which was not significant.
28.6% of our Hispanic students were chronically absent which was a 7.4% decrease from the previous year.
40% of our Homeless students were chronically absent which was a 10% decrease from the previous school year.
36.4% of our African American students were chronically absent which was a 20.8% decrease from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Monthly attendance meetings were held with the District yet may not have targeted those students who needed it.
Students were celebrated with increased attendance rates.
Community partnerships as well Food Banks were used as a means to increase access to school.
We acknowledge that there may have been additional disruptions on campus in the 2023-24 school year yet revisions could have been made.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Additional clerk hours to address chronically absent students to include HTC meetings, Attendance Academy, and proactive parent outreach.
Home visits for staff to target chronically absent students.
Award ceremonies for students with increased attendance.
Food Bank and Community Partnerships will continue to increase student/parent engagement.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
1.8% suspended at least one day	1.8% suspended at least one day	0 Students
Increased 0.4%	Increased 1.8%	
394 Students	111 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Blue	Yellow
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	1.5% suspended at least one day
4 Students	Maintained 0%	Maintained 0.2%
	38 Students	330 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
4.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.3%	Maintained 0%	4 Students
97 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
3.3% suspended at least one day	0 Students	0.7% suspended at least one day
30 Students		Declined 0.7%
		152 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.9% suspended at least one day
Maintained 0%	2 Students	Increased 1%
20 Students		174 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.

1.8% of all students were suspended at least one day which was an increase of 0.4% from the previous school year.
Our lowest performing student groups were English learners and White.
1.8% of our English learners were suspended at least one day which was an increase of 1.8% from the previous school year.
2.9% of our white students were suspended at least one day which was an increase of 1.0% from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Physical aggression was at a higher rate this past school year. Students may not feel as connected to school as they have in the past. Some of our students had more needs that previous school years. Staff training on how to handle aggressive as well as explosive behavior has been lacking. De-escalation techniques of staff have not been provided. Counselor and MTSS Social Worker provided restorative practices, one-on-one counseling, and small group social emotional skills groups.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Supplemental materials for whole school PBIS
School Counselor

Training for Zones of Regulation and Capsules for behavior
Implementation of behavior plans for those students who are Tier 2 and 3

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: 2024-25

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?

I-Ready - 3 x's a year, , student work - daily ongoing monitoring, assessments - end of units, writing - ongoing student work samples, Benchmark story tests- end of units, skills check,- daily/weekly based on student need, whiteboard feedback during lessons, ELPI, CAASPP 2024, text levels -3 x;s a year

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

What worked for most students: benchmark -GLAD strategies Benchmark spiral review. Benchmark curriculum needs to be enhanced with anchor charts and visuals, Skills focus based on assessment in small group intervention, Sonday, UFLI, small groups, vocabulary focus, Scholastic Guided Reading --Didn't work - benchmark moves too quickly for strategy mastery, students grow but are not at standard;

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

fluid small groups for instruction, reteach, teachers planning lessons together, Professional Development on strategies to support English Learners.

2025-26

Identified Need

English Learners need high expectations and supports to scaffold instruction in classrooms; implementing comprehensive English language development curricula that integrate listening, speaking, reading, and writing skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	59.9 points below standard	+3 scale score points
	English Learners	111.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	68.1 points below standard	
	Students with Disabilities	94.3 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	71.8 points below standard	
	Two or More Races		
	Pacific Islander		
	White	42.8 points below standard	
Math State Assessment: Change in scale score	All Students	59.3 points below standard	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	English Learners: 105.1 points below standard Foster Youth: Homeless: Socioeconomically Disadvantaged: 66.8 points below standard Students with Disabilities: 105.4 points below standard African American: American Indian: Asian: Filipino: Hispanic: 84.2 points below standard Two or More Races: Pacific Islander: White: 39.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	34%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	1.82%	+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	Intervention Teacher 3-5 to provide tier 2/tier 3 supports for students who are struggling and behind in literacy and/or math - reading, writing, oral language, academic vocabulary, strategies/skills to support learners. This is an added on support for students beyond Tier 1 in the classroom. (UFLI) PC 30285 PC 30285	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	64,500 27,880	2025-2026 school year
1.2	Purchase supplemental materials and supplies above and beyond core for intervention.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	40,226	2025-2026 school year
1.3	After school tutoring to support literacy, math, or language	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated	2200	2025-2026 school year

	development needs.		Personnel Salaries		
1.4	Provide release days to look at common assessments, grade level data, student work to inform instruction, cross-grade level conversation specific but not limited to reclassification requirements.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10000	2025-2026 school year
1.5	Provide professional development in content areas to classroom teachers and support staff to implement research based strategies in Tier 1 classroom.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	10000	2025-2026 school year
1.6	Purchase EL Achieve instructional materials to support Emerging	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies		2025-2026 school year

	Bilinguals - District will purchase workbooks for EL Achieve levels for students.				
1.7	Supplemental technology and equipment above and beyond the core instructional program.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	1,874 9,000	2025-2026 school year
1.8	Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-world experiences.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	2025-2026 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: 2024-25

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?

monthly attendance reports, attendance contracts, attendance incentive day randomly chosen

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

Worked - attendance team meeting once a month to set up attendance contract meetings, Attendance academy with the counselor for chronically absent students;

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

Wellness team started to enter services into Unified Insights - all data in one place, monthly reports to teachers and reports to put into the data; Parent Liaison reaches out to parents to form positive relationships, provide food for families in need

2025-26

Identified Need

Meeting twice a month to monitor absences and tardies, start outreach and eliminate barriers sooner, connect directly with data everytime wellness team meets, communicate regularly with parents for tardies and early dismissals as well as absences

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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: 24.4% Chronically Absent English Learners: 30.5% Chronically Absent Foster Youth: Homeless: 40% Chronically Absent Socioeconomically Disadvantaged: 26.7% Chronically Absent Students with Disabilities: 18.8% Chronically Absent African American: 36.4% Chronically Absent American Indian: Asian: 26.9% Chronically Absent Filipino: Hispanic: 28.6% Chronically Absent Two or More Races: 25% Chronically Absent Pacific Islander: White: 18.7% Chronically Absent	-0.5%
Attendance: Percentage of the school year attended for students in TK-12	92.6%	93%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
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	NA

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	Parent Liasion to conduct phone calls home,	All Students X English Learners X Low-Income Students	Title I Part A Parent Involvement	1,200	August 2025-June 2026

	diminish barriers to support families in need, check in check out for students	X Foster Youth Lowest Performing	2000-2999: Classified Personnel Salaries		
2.2	Promote positive school culture for SEL and student recognition through behavior incentives, character education	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	August 2025-June 2026
2.3	Increase clerk to 3 hours a day to promote attendance and monitor chronic absenteeism. In addition, working with community partnerships such as: shoes that fit, dental screening, etc. PC 31307	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing homeless and African American students	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	14,062 14,384	August 2025-June 2026

2.4	Part-time counselor to support academic and social emotional needs small group and 1:1. PC #36614	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	39,525 10,299	August 2025-June 2026
2.5	Provide extra hours for staff to conduct home visits targeting our most marginalized students.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	4,500 1,080	August 2025-June 2026

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: 2024-25

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?

PBIS SWIS forms, Q entries for behavior, wellness team meetings, Q visit entries - These data points are monitored bi-weekly. SAEBERS/mySAEBERS - in Fall and Spring

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

Our systems for counseling groups and 1:1 are working because students needs are being met. Reteaching of school wide expectations are working. Restorative practices to help students to problem solve have had positive effects on students. Morning meetings and sharing problems to solve as a classroom group. For some students; develop behavior support plans and add 1:1 behavior aide to support the BSP

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

SWD are suspended more often than they general population. Ensure tier 1 SEL are being reinforced in the classroom. Small social groups to help SWD problem solve at point of diffculty so students make the correct decisions.

2025-26

Identified Need

Targeted interventions and Tier 1 supports for daily SEL regarding SWD.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	1.8% suspended at least one day	-0.3%
	English Learners	1.8% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	1.5% suspended at least one day	
	Students with Disabilities	4.1% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	3.3% suspended at least one day	
	Filipino		
	Hispanic	0.7% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	2.9% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	74.5%	71%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	73.8%	73%
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).	20%	+10%

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	Provide tier 1 instructional materials and supplies for SEL in classrooms	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	August 2025 - June 2026
3.2	Provide 2 families nights to increase	X All Students English Learners Low-Income Students	LCFF Supplemental	1000 1000	August 2025 - June 2026

	connectness with school.	Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Parent Involvement 5800: Professional/ Consulting Services And Operating Expenditures		
3.3	addtitional hours for rec aides to ensure safety during before/afterschool and at lunch	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4130 3000	August 2025 - June 2026

3.4	Ultilize parent liaison to to support students and families outreach	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	500	August 2025 - June 2026
3.5	Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-world experiences.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing students with disabilities	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4160	August 2025 - June 2026
3.6	Coffee chat with the principal.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	August 2025 - June 2026
3.7	Provide outside vendors and	X All Students English Learners	LCFF Supplemental	1000	August 2025 - June 2026

	supports for the community	Low-Income Students Foster Youth Lowest Performing	Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures			

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
Provide explicit language development based on language proficiency levels.	2025-2026	ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support in core content classes outside of ELD	2025-2026	BIA - Spanish	2000-2999: Classified Personnel Salaries		
Provides academic interventions and instruction in Language Arts to students in grades K-2 who need skills/strategy/remediation/acceleration	2025-2026	Intervention Teacher			

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
Provides monthly meetings regarding targeted students who have chronic absenteeism. Attendance contracts are established. If no improvement by families the site and district	2025-2026	AIP attendance			

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
team can refer to SARB.					

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
Provides SEL support to students and families that are in crisis.. Works with the wellness team to ensure students are receivng SEL supports.	2025-2026	MTSS Social Worker			
Ensures school safety by monitoring access points and providing supervision for studeents	2025-2026	campus monitor			

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$273,520.00

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 Rec Aide Allocation	$4,130.00
LCFF Supplemental Site Allocation	$44,480.00
Title I Part A Parent Involvement	$2,700.00
Title I Part A Site Allocation	$222,210.00

Subtotal of state or local funds included for this school: $273,520.00

Total of federal, state, and/or local funds for this school: $273,520.00

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	44,480	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	222,210	0.00
Title I Part A Parent Involvement	2,700	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	44,480.00
Title I Part A Parent Involvement	2,700.00
Title I Part A Site Allocation	222,210.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	120,725.00
2000-2999: Classified Personnel Salaries	22,892.00
3000-3999: Employee Benefits	53,643.00
4000-4999: Books And Supplies	55,100.00
5000-5999: Services And Other Operating Expenditures	9,160.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	17,062.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	14,384.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,874.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,160.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	120,725.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	39,259.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	49,226.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	168,680.00
Goal 2	88,050.00
Goal 3	16,790.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Suzanne Landuyt	Principal
Sara O'grady	Other School Staff
Dana Alvarez	Classroom Teacher
Michelle Henrie	Classroom Teacher
Sofia Vankova	Parent or Community Member
Kiesha Hardeman	Parent or Community Member
Tanya Morgan	Parent or Community Member
Anne Hotz	Classroom Teacher
Viktoriia Muradian	Parent or Community Member
Patricia 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
On file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12th, 2025.

Attested:

ON FILE	Principal, Suzanne Landuyt on May 12th, 2025
ON FILE	SSC Chairperson, Elise Huggins-Ginsburg on May 12th, 2025

Budget By Expenditures

Grand Oaks Elementary School

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
addtitional hours for rec aides to ensure safety during before/afterschool and at lunch	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$4,130.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation **$44,480.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$3,000.00	Engaging Academic Programs	
Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-world experiences.	5000-5999: Services And Other Operating Expenditures	$4,160.00	Engaging Academic Programs	
Coffee chat with the principal.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	
Provide outside vendors and supports for the community	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00	Engaging Academic Programs	
Supplemental technology and equipment above and beyond the core instructional program.	4000-4999: Books And Supplies	$1,874.00	Connected School Communities	
Promote positive school culture for SEL and student recognition through behavior incentives, character education	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Social-Emotional Growth	

Grand Oaks Elementary School

Increase clerk to 3 hours a day to promote attendance and monitor chronic absenteeism. In addition, working with community partnerships such as: shoes that fit, dental screening, etc. PC 31307	2000-2999: Classified Personnel Salaries	$14,062.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$14,384.00	Healthy Environments for Social-Emotional Growth
Provide tier 1 instructional materials and supplies for SEL in classrooms	5000-5999: Services And Other Operating Expenditures	$1,000.00	Engaging Academic Programs
Provide 2 families nights to increase connectness with school.	5000-5999: Services And Other Operating Expenditures	$1,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$44,480.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	5800: Professional/Consulting Services And Operating Expenditures	$9,000.00	Clear Pathways to Bright Futures	
Promote student dance performance in a school wide end of year event.	4000-4999: Books And Supplies	$4,000.00	Clear Pathways to Bright Futures	

Other Total Expenditures:	$13,000.00
Other Allocation Balance:	$0.00

Grand Oaks Elementary School

Funding Source: Title I Part A Parent Involvement — $2,700.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liasion to conduct phone calls home, diminish barriers to support families in need, check in check out for students	2000-2999: Classified Personnel Salaries	$1,200.00	Healthy Environments for Social-Emotional Growth	
	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00	Engaging Academic Programs	
Ultilize parent liaison to to support students and families outreach	2000-2999: Classified Personnel Salaries	$500.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$2,700.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation — $222,210.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction. Provide STEAM materials as reasonable and necessary.	1000-1999: Certificated Personnel Salaries	$500.00	Clear Pathways to Bright Futures	
Promote arts integration across content areas including on-line programs, art apps, evening and music performances, music instructional materials and needs.	4000-4999: Books And Supplies	$500.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	$10,299.00	Healthy Environments for Social-Emotional Growth	

Grand Oaks Elementary School

	3000-3999: Employee Benefits	$1,080.00	Healthy Environments for Social-Emotional Growth
Part-time counselor to support academic and social emotional needs small group and 1:1. PC #36614	1000-1999: Certificated Personnel Salaries	$39,525.00	Healthy Environments for Social-Emotional Growth
Provide extra hours for staff to conduct home visits targeting our most marginalized students.	1000-1999: Certificated Personnel Salaries	$4,500.00	Healthy Environments for Social-Emotional Growth
Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-world experiences.	5000-5999: Services And Other Operating Expenditures	$3,000.00	Connected School Communities
	3000-3999: Employee Benefits	$27,880.00	Connected School Communities
	4000-4999: Books And Supplies	$9,000.00	Connected School Communities
Intervention Teacher 3-5 to provide tier 2/tier 3 supports for students who are struggling and behind in literacy and/or math -reading, writing, oral language, academic vocabulary, strategies/skills to support learners. This is an added on support for students beyond Tier 1 in the classroom. (UFLI) PC 30285 PC 30285	1000-1999: Certificated Personnel Salaries	$64,500.00	Connected School Communities
Purchase supplemental materials and supplies above and beyond core for intervention.	4000-4999: Books And Supplies	$40,226.00	Connected School Communities
After school tutoring to support literacy, math, or language development needs.	1000-1999: Certificated Personnel Salaries	$2,200.00	Connected School Communities
Provide release days to look at common assessments, grade level data, student work to inform instruction, cross-grade level conversation specific but not limited to reclassification requirements.	1000-1999: Certificated Personnel Salaries	$10,000.00	Connected School Communities

Grand Oaks Elementary School

Provide professional development in content areas to classroom teachers and support staff to implement research based strategies in Tier 1 classroom.	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$223,210.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Grand Oaks Elementary School Total Expenditures:	$287,520.00