



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	June 2, 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)

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).

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Comprehensive Needs Assessment Components

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

Data Analysis

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 35.5 points above standard and is a slight 2.9 decrease from the previous year. Our English language learners decreased by 9.8 points.

Overall in math, our students performed 33.8 points above standard and was an increase from the previous school year. Our lowest performing student groups is socioeconomically disadvantaged students. They were 11 points above standard, but overall this was a decrease of 5.8 points.

Chronic Absenteeism: Our students with disabilities increased by 15.8%.

Suspension: Our hispanic students had a 1.9% suspension increase and our socioeconomically disadvantaged students had a 1.3% increase in suspension rate.

In addition, a survey was completed by parents to get input regarding school climate and student/family connectedness. 53 families completed the survey and the results are below.

-61.4% would like to have more family nights in order to improve family connectedness

-62% feel that after school enrichment (Lego Engineering, STEAM activities) would improve student connection to school and support academic performance.

-38% of parents feel that after school intervention activities would help increase student achievement.

-54% support the continuation of the 3 hour school playground recreational aide position to decrease student behavior incidences and increase student safety.

-In the open responses to the parent survey, parents shared the need for: rec aide supervision, science enrichment, clubs after school, before school tutoring, STEAM programs.

Staff were surveyed to get input on student connectedness, academic achievement and engaging programs based on data shared from CAASPP, Unified Insights behavior data, and iReady.

-66.7% of staff would like to see before and after school intervention offered with a priority given to our socioeconomically disadvantaged students and our English learners.

-75% of staff voted in favor of before and after school enrichment programs to increase student connectedness while giving EL students and socioeconomically disadvantaged students priority enrollment.

-75% of agree that there is a need to continue supporting a 3 hour rec aide in an effort to address increased safety on the playground and in support of decreasing student behavior incidences.

Students were also provided an opportunity to provide feedback on their preference of PTA purchased items for the 25-26 school year. 110 students participated in the survey.

-44% of students voted to have interactive televisions to help engage them with instruction in the classroom.

-32.1% voted for permanent shade structures to enhance school campus.

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	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

Student 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)			6	0.0%		13.64%

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
305	39.3%	7.2%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	7.2%
Foster Youth	0	0.0%
Homeless	3	1%
Socioeconomically Disadvantaged	120	39.3%
Students with Disabilities	34	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1%
American Indian	1	0.3%
Asian	8	2.6%
Filipino	4	1.3%
Hispanic	48	15.7%
Two or More Races	26	8.5%
Pacific Islander	0	0.0%
White	215	70.5%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

School and Student Performance Data

Academic Performance English Language Arts

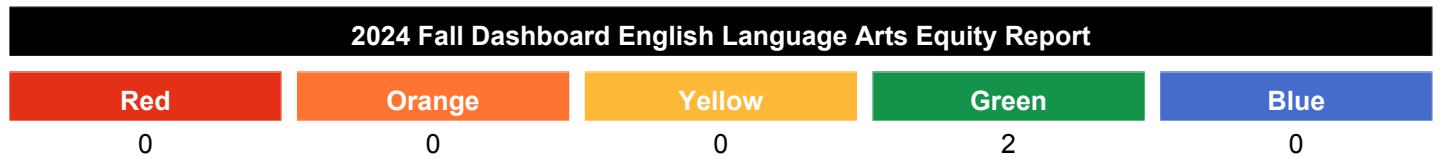
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Green</div> <div>35.5 points above standard</div> <div>Maintained 2.9 points</div> <div>142 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>18.9 points below standard</div> <div>Declined 70.1 points</div> <div>15 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>10.8 points above standard</div> <div>Declined 27.8 points</div> <div>56 Students</div>

Students with Disabilities  No Performance Color 43.0 points below standard Increased 15.7 points 20 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  No Performance Color 43.8 points above standard Increased 32.6 points 16 Students
Two or More Races  No Performance Color Less than 11 Students 8 Students	Pacific Islander  No Performance Color 0 Students	White  Green 34.5 points above standard Declined 7.6 points 112 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.

The lowest performing student group is English learners.

This student group performed 18.9 points below standard and declined by 70.1 points.

Students with disabilities also performed 43 points below standard with an increase of 15.7 points.

In comparison, all students performed 35.5 points above standard and maintained by 2.9 points.

Potential causes:

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

Staff has discussed how Intervention supports are not consistent across all grade levels including practitioner awareness of tier 1,2,3 and appropriate supports for each level. Teachers also recognize that assumptions are made about what students know because there is a high percentage of proficiency amongst students overall. There is a need for more professional development around supporting EL students and collaboration around designated and integrated ELD. When students are being pulled for intervention, students with disabilities and EL students are typically out of the classroom receiving support from the resource teacher and Intervention teacher. This potentially caused a disconnect on the full picture of what students need and how the classroom teacher can best support our students. Teachers also need to spend more collaborative time analyzing academic data focused on English Language Arts to determine how to adjust instruction to meet student needs.

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

- Collaboration and professional development on how to support English Language Learners
- Before and After School Intervention
- Before and After School Enrichment-Book Clubs, LEGO Engineering, Robotics, STEM activities
- Behavior Support Skills, Professional Development

School and Student Performance Data

Academic Performance Mathematics

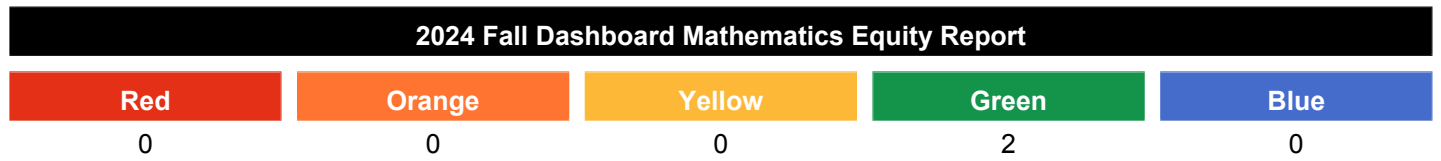
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Green</div> <div>33.8 points above standard</div> <div>Increased 5.6 points</div> <div>143 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>9.4 points above standard</div> <div>Declined 35.8 points</div> <div>16 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>11.0 points above standard</div> <div>Declined 5.8 points</div> <div>57 Students</div>

Students with Disabilities  No Performance Color 16.5 points below standard Increased 3.4 points 20 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  No Performance Color 42.1 points above standard Increased 37.4 points 16 Students
Two or More Races  No Performance Color Less than 11 Students 8 Students	Pacific Islander  No Performance Color 0 Students	White  Green 32.8 points above standard Maintained 0.2 points 113 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.

The lowest performing student groups are our English Language Learners.

This student group declined by 35.8 points while still being 9.4 points above standard overall.

In comparison, all students performed 33.8 points above standard with a 5.6 point increase.

Potential causes:

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

During data analysis meetings, teachers acknowledge that pacing guide could use some adjustments so that specific skills are taught sooner rather than waiting further into the school year. It was also recognized that leveled math groups could help with instruction as we have seen the effectiveness with this model in english language arts. Even though we focused on math instructional skills and strategies in our professional development, not all grade levels used the materials consistently and not all grade levels found the materials beneficial to their students needs.

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

- New math adoption to ensure consistency across grade levels
- Before and after school tutoring/interventions
- iReady professional development to enhance our data analysis skills
- Continued Instructional Assistant support for upper grades



School and Student Performance Data

Academic Performance English Learner Progress

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 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
<div><div></div><div>No Performance Color</div><div>81.8% making progress.</div><div>Number Students: 11 Students</div></div>	<div><div></div><div>No Performance Color</div><div>making progress.</div><div>Number Students: 0 Students</div></div>

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
9.1%	9.1%	0%	81.8%

Lowest Performing Group:

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

81.8% of our EL students progressed at least one ELPI level.
Our focus needs to be on the 9.1% of students that decreased one level.

Potential causes:

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

During reflective conversations, it was discussed that the supports in place in the Benchmark curriculum have not been utilized consistently across all grade levels. There are also different levels of understanding amongst staff on how to support English language learners in accessing curriculum. It is challenging to not have an English Language Development teacher on campus and requires staff to solely rely on what is available through scheduled support through the district's professional learning program and teachers on special assignment.

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

-Professional Development to increase teacher knowledge on how to support EL students

- EL Achieve language logs to ensure designated ELD program has proper materials for all student levels
- Bilingual Instructional Assistant to support EL students in academic language acquisition and also help connect families to resources and supports
- Continue funding 3.75 Instructional Assistant position to support targeted students.
- Supplemental materials to support EL instruction.

School and Student Performance Data

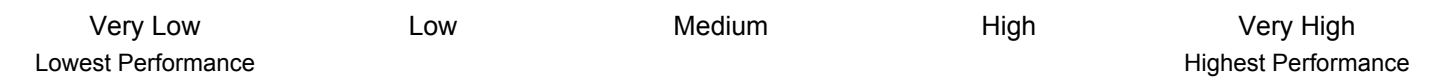
Academic Performance College/Career Report

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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.



This section provides number of student groups in each level.



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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This section provides number of student groups in each level.



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		
<div>All Students</div> <div> Yellow</div> <div>11.3% Chronically Absent</div> <div>Declined 1</div> <div>336 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>29.3% Chronically Absent</div> <div>Increased 8.6</div> <div>41 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>50% Chronically Absent</div> <div>0</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>16.3% Chronically Absent</div> <div>Increased 0.8</div> <div>153 Students</div>

Students with Disabilities  Red 20.5% Chronically Absent Increased 15.8 39 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 33.3% Chronically Absent 0 18 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Yellow 11.5% Chronically Absent Declined 8 52 Students
Two or More Races  No Performance Color 16.7% Chronically Absent Declined 5.6 30 Students	Pacific Islander  No Performance Color 0 Students	White  Green 8.8% Chronically Absent Declined 1.8 226 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.

Our students with disabilities are the lowest performing group. 20.5% of our students with disabilities were chronically absent which was an increase of 15.8 from the previous school year. In comparison, 11.3% of all students were chronically absent which was a decrease of 1 from the previous school year.

Potential causes:

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

During our staff reflection, teachers shared that it is possible that we are not making enough connections with our students with disabilities and assume that the case worker is providing that family/school connection.

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

- Attendance incentive programs targeted at our students with disabilities (Attendance Academy)
- Social work supports targeted to ensure that students feel connected to school and determine potential barriers for students and families
- Professional learning on regulated classroom to ensure an optimal learning environment for all students

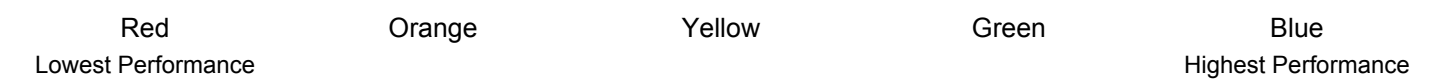
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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:

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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

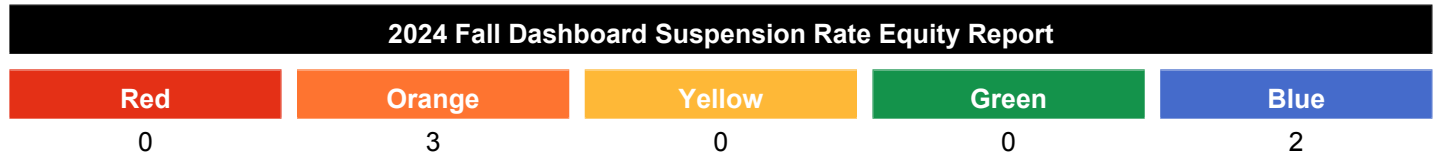
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Orange</div> <div>1.2% suspended at least one day</div> <div>Increased 0.5%</div> <div>343 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>44 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.3% suspended at least one day</div> <div>Increased 1.3%</div> <div>159 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 2.3% 40 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day 19 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Orange 1.9% suspended at least one day Increased 1.9% 52 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 32 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 1.3% suspended at least one day Increased 0.5% 229 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.

Our socioeconomically disadvantaged students had a 1.3% increase in suspensions.

In comparison 1.2% of all students were suspended at least one day which was an 0.5% increase from the previous school year.

Potential causes:

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

Lack of structured activities during recess could be a contributing factor for the increase in student conflict and therefore causing physical altercations. Students also continue to struggle with coping strategies and conflict management. There is also recognition that our Second Step social emotional program lacks specific supports and language to help students resolve their own conflicts.

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

- Conflict management strategies including specific vocabulary and practice with how to solve problems. i.e. Peace Path with visual on blacktop to help students solve problems peacefully, peer identified group of students to guide younger students through conflict management.
- Professional development to support classroom teachers in self and class regulation to ensure emotional and physical safety

- Continue 3.0 hours per day, site funded School Playground Recreational Aide position to ensure safety and adequate supervision
- Continue centrally funded 3.5 hours per day School Playground Recreational Aide position to ensure safety and adequate supervision
- Continue recognizing positive behaviors with beaver bucks, assemblies, celebratory lunches

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?

The data that we used to monitor progress is CAASPP, iReady, Running Records, informal observations, data analysis during (2) two hour sessions release per grade level. We also sent parent, student and staff surveys to illicit input. 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)

- Extended (2) of the Instructional Aides hours to allow for after school reading intervention and also provided opportunities for students to engage in the LEGO Engineering enrichment program. Student engagement and attendance of these programs varied by grade level.
- Implementation of Ready, Set, Math program activities into the school day based on student need.

- Recorded AVMR math diagnostics as students completed them in the fall and spring in an effort to compare student growth and evaluate implementation of Ready, Set, Math games.
- Upper grade teachers reported that the games were not challenging enough for their student groups so adjustments to the rigor of the games were made to challenge all students.
- Instructional Assistants joined all of our math recovery professional development sessions.

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

- Resource teacher pushed into the classroom to help run Ready, Set, Math games to allow for more small groups
- Increased the frequency of Ready, Set, Math games
- Full K-2 implementation of UFLI Phonics program
- Purchased phonics readers to support independent practice of phonics skills in UFLI program

2025-26

Identified Need

Our English Learners and Students with Disabilities continue to need more support in ELA and Students with Disabilities are 16.5 points below standards in math.

Math will remain our academic focus for the 2025-26 school year. Teachers will have Ready, Set, Math activities for continued use and teachers will focus on moving away from algorithms and focus on guiding students through various domains of math development from basic counting and adding to more complex functional and proportional reasoning. K-2 teachers have also completed their first full year of implementing UFLI and will continue this work into the 25-26 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	35.5 points above standard	+3 scale points
	English Learners	18.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	10.8 points above standard	
	Students with Disabilities	43.0 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	43.8 points above standard 34.5 points above standard	
Math State Assessment: Change in scale score	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 White	33.8 points above standard 9.4 points above standard 11.0 points above standard 16.5 points below standard 42.1 points above standard 32.8 points above standard	+3 scale points
English Language Learner State Assessment:	81.8%		+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	13.64%	+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	3,652	2025-2026 School Year
1.2	Before and After School Intervention & Accelerated Programs- STEM, LEGO Engineering, Advanced Reading Clubs	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	3,696	2025-2026 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	2025-26 School Year
1.4	3.75 hour Instructional Aide to support EL students in ELA skills needed to increase proficiency.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	22,352	2025-26 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		2025-26 School Year
1.6	Book Study for Professional Development: Developing Mathematical Reasoning	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 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?

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. Data analysis occurred at monthly staff meetings, bi monthly attendance meetings with attendance clerk and weekly meetings with principal and social worker.

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

Attendance in reading club was consistent throughout the year. Students come to school 30 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. This year, principal and social worker worked together to use data from Unified Insights to identify students that were high risk for chronic absenteeism as well as students that were chronically absent. Attendance improvement contracts were signed by those identified student's parents and meetings were held in teams to identify supports needed. Principal and social worker also participated in the

Attendance Academy program supported by student support services department. Students were motivated by weekly check-ins and rewards.

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

We acknowledged that not all parents of students experiencing chronic absenteeism were open to the idea of the attendance academy program so we focused on families that were willing to participate. We also recognized the need to communicate regularly to families that were making small improvements. We did this through phone calls and Talking Points messages.

2025-26

Identified Need

English learners chronic absenteeism rate is 29.3%, our homeless student population is 50% chronically absent and students with disabilities are 20.5% chronically absent. There is also a distinct need for our Asian students to receive supports, as they are 33% chronically absent. The attendance academy program will also be implemented in the 25-26 school year with these targeted student groups receiving firs priority.

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	11.3% Chronically Absent	-0.5%
	English Learners	29.3% Chronically Absent	
	Foster Youth		
	Homeless	50% Chronically Absent	
	Socioeconomically Disadvantaged	16.3% Chronically Absent	
	Students with Disabilities	20.5% Chronically Absent	
	African American		
	American Indian		
	Asian	33.3% Chronically Absent	
	Filipino		
	Hispanic	11.5% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<p>Two or More Races 16.7% Chronically Absent</p> <p>Pacific Islander</p> <p>White 8.8% Chronically Absent</p>	
Attendance: Percentage of the school year attended for students in TK-12	95.3%	95%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic</p> <p>Two or More Races</p> <p>Pacific Islander</p>	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	Before School Reading Club	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Other None Specified Other None Specified		25-26 School Year
2.2	Before and After School Intervention	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		25-26 School Year
2.3	Social Worker to help support students with social emotional needs as well as family supports when needed to address attendance barriers. Implementation of Attendance Academy	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other		25-26 School Year
2.4	School wide assemblies held to recognize students for	X All Students English Learners Low-Income Students Foster Youth	Other		25-26 School Year

	improved attendance and punctuality as well as specifically targeting EL families to increase attendance.	Lowest Performing			
2.5	Additional intervention support 1.5 hours per day x 5 days per week to support students academics	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		25-26 School Year
2.6	PD to help support teachers with self and student regulation. Book Study	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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?

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 want to see those continue. Students gave feedback on wanting to try new things so student council looked at what they could do differently to help engage more students and have increased participation in spirit days and school wide events. Student council was presented the idea of a college and career week and students responded positively to the idea.

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

This year, we hosted a movie night because that was one of the highest desired family events that came out of our survey. We had approximately 80 students and families participate. We received positive feedback and plan to continue this tradition next year. We learned that families also wanted our Glow Dance back and not to replace the Glow Dance with a Movie Night but somehow see if both can be offered. This year, we also added a 3.5 hour School Playground Recreational Aide to support with crosswalk safety, before school supervision, and additional recess supervision support. In addition, we increased our Superior Sports program from two days per week to three days per week based on student feedback.

2025-26
Identified Need

Our socioeconomically disadvantaged students suspension rate is 1.3% in comparison to all students at 1.2%. In addition, our Hispanic student's suspension rate is 1.9%. These are two student groups that we will prioritize for next year as we are looking at data and as student behaviors arise. Attendance at ELAC meetings has been very low this year with the last two meetings having zero attendance. Efforts to ensure parent attendance will include the offer of prizes, student supervision during the meetings, surveys to determine the best times for parents to attend, and surveys to determine what parent needs and areas of learning are most valuable to them.

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	1.2% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	1.3% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	
	African American		
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Hispanic</div> <div>Two or More Races</div> <div>Pacific Islander</div> <div>White</div> <div>1.9% suspended at least one day</div> <div>0% suspended at least one day</div> <div>1.3% suspended at least one day</div>	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	80.4%	83%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	87.3%	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).	20%	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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025 - 26 School Year

	provide 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		2025 - 26 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		2025 - 26 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		2025 - 26 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
Provide primary language support to emerging bilinguals in core classes outside of ELD.	8/2025 through June 2026	0.75 FTE BIA			
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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
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 (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental 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
	22,352.00
1000-1999: Certificated Personnel Salaries	7,348.00
4000-4999: Books And Supplies	1,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	22,352.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,348.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	1,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,500.00

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
Oksana Vanden	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
Jordan Sherburne	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	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 June 2nd, 2025.

Attested:

on file	Principal, Kristi O'Brien on June 2nd, 2025
on file	SSC Chairperson, Marti Schaffer on June 2nd, 2025

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	\$3,652.00	Connected Communities	
Before and After School Intervention & Accelerated Programs- STEM, LEGO Engineering, Advanced Reading Clubs	1000-1999: Certificated Personnel Salaries	\$3,696.00	Connected Communities	
Purchase supplemental instructional materials and supplies to support students.	4000-4999: Books And Supplies	\$1,800.00	Connected Communities	
3.75 hour Instructional Aide to support EL students in ELA skills needed to increase proficiency.		\$22,352.00	Connected Communities	
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

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