School Year:	2026-27

Grand Oaks

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 21, 2026	June 23, 2026

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

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, ELAC and School Site Council met to review goals, actions and budgets based on analysis of student data.
School Site Council Meeting Dates:
October 22, 2025
December 17, 2025
January 22, 2026
February 12, 2026
March 19, 2026
April 16, 2026
May 21st, 2026
The SPSA was reviewed and approved by SSC on May 21st, 2026

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	1.19%	0.57%	1.17%	4	2	4
African American	2.38%	3.16%	2.92%	8	11	10
Asian	4.17%	4.02%	5.25%	14	14	18
Hispanic/Latino	39.88%	39.37%	41.98%	134	137	144
Pacific Islander	0.60%	0.57%	0.58%	2	2	2
White	46.43%	44.25%	41.11%	156	154	141
Multiple/No Response	5.36%	8.05%	7.00%	18	28	24
			Total Enrollment	336	348	343

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		22	23
Kindergarten	57		53
Grade 1	54		52
Grade 2	55		56
Grade3	60		52
Grade 4	49		52
Grade 5	40		55
Total Enrollment	336		343

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	74	66	60	19.7%	22.0%	17.5%
Fluent English Proficient (FEP)	8	10	12	4.2%	2.4%	3.5%
Reclassified Fluent English Proficient (RFEP)	2				1.82%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
348	**79%**	**19%**	**0.9%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	66	19%
Foster Youth	3	0.9%
Homeless	10	2.9%
Socioeconomically Disadvantaged	275	79%
Students with Disabilities	93	26.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	3.2%
American Indian	2	0.6%
Asian	14	4%
Filipino	0	0.0%
Hispanic	137	39.4%
Two or More Races	28	8%
Pacific Islander	2	0.6%
White	154	44.3%

School and Student Performance Data

Overall Performance

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Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
66.2 points below standard	123.2 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.3 points	Declined 11.7 points	1 Student
160 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	74.7 points below standard
1 Student	6 Students	Declined 6.6 points
		127 Students

Students with Disabilities	African American	American Indian
Red 91.5 points below standard Maintained 2.8 points 56 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students	Red 82.2 points below standard Declined 10.4 points 66 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Orange 51.2 points below standard Declined 8.4 points 71 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 are 66.2 points below the standard, which is a 6.3 point decrease from the previous year.
Our lowest performing student groups were English learners, socioeconomically disadvantaged students, students with disabilities and hispanic students.
English learners scored 123.2 points below the standard, which is an 11.7 point decrease from the previous year.
Socioeconomically disadvantaged students scored 74.7 points below the standard, which is an 6.6 point decrease from the previous year.
Students with disabilities scored 123.2 points below the standard, which is similar to the previous year by 2.8 points.
Hispanic students scored 82.2 points below the standard, which is an 10.4 point decrease from the previous year.

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

The systems, instructional strategies, curriculum, and materials used for literacy instruction varied widely across the school site. The need for more coordination of systems and strategies may have contributed to the overall decline in ELA scores.
Staff reported that an increase in behavior management challenges, including physical aggression, contributed to a loss of learning time for all students.
Increased teacher preparation time had the unintended consequence of decreasing instructional time by 40 minutes per week.

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

We need to build a cohesive literacy system at Grand Oaks, including the following components:
Training in evidence based strategies to teach foundational literacy skills.
Teacher release days to participate in training, student assessment, and data conversations to drive instructional change.
A reading intervention teacher to provide small group instruction, keep and analyze schoolwide literacy data, and coordinate small group instruction led by classified staff such as Instructional Assistants and SCIA.
A School Community Intervention Assistant to provide targeted small group instruction to students in the lowest performing student groups.
Supplemental curriculum for foundational literacy instruction.
Supplemental technology licenses for literacy instruction and data analysis

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics 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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 68 points below standard Declined 8.7 points 161 Students	Red 115.6 points below standard Declined 10.5 points 38 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Orange 75.5 points below standard Declined 8.7 points 128 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
105.9 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.4 points	3 Students	2 Students
56 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	92 points below standard
8 Students		Declined 7.8 points
		66 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.4 points below standard
10 Students	1 Student	Declined 11.9 points
		71 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 are 68 points below the standard, which is a 8.7 point decrease from the previous year.
Our lowest performing student groups were English learners, and students with disabilities.
English learners scored 115.6 points below the standard, which is an 10.5 point decrease from the previous year.
Students with disabilities scored 105.9 points below the standard, which is similar to the previous year by 0.4 points.

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

Staff reported that an increase in behavior management challenges, including physical aggression, contributed to a loss of learning time for all students.
Increased teacher preparation time had the unintended consequence of decreasing instructional time by 40 minutes per week.
English learners may need more daily integrated instructional support during math blocks than they are currently receiving. The current math curriculum does not seem to be meeting the language needs of our English Learners.

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

Our goal is to implement a cohesive literacy system that leads to an increase in student achievement across all subject areas. The intent is that when students become confident readers, their access to all content flourishes.

Our district is adopting a new math curriculum next year. We plan to include our district focus on checks for understanding with the implementation of this new curriculum. We will include a focus on effective integrated ELD strategies when we focus on both new, cohesive math curriculum through the lens of checks for understanding.
We will need to ensure that we have materials, consumables, and manipulatives to support the new math curriculum. We will need to ensure that we have ample planning time for teachers to implement the new math curriculum, including release days to attend trainings.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
45.2 science points	38.4 science points	Fewer than 11 students - No Data for Privacy
Declined 3.1 points	Increased 3.2 points	1 Student
47 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	43.7 science points
	1 Student	Declined 2 points
		36 Students

Students with Disabilities	African American	American Indian
No Performance Color 38.6 science points Declined 5.2 points 21 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 43.6 science points Maintained -1.3 points 22 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 44.6 science points Declined 9 points 22 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 are 45.2 points below the standard, which is a 3.1 point decrease from the previous year.
Our lowest performing student group was socioeconomically disadvantaged students, white students, and students with disabilities.
Socioeconomically disadvantaged students scored 43.7 points below the standard, which is an 2 point decrease from the previous year.
White students scored 44.6 points below the standard, which is a 9 point decrease from the previous year.
Students with disabilities scored 38.6 points below the standard, which is a 5.2 point decrease from the previous year.

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

Last year, we focused our instructional improvement efforts towards math vocabulary and building community. Our science scored may have stagnated due to a lack of consistent focus on the sciences specifically.

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

The staff at Grand Oaks are committed to engaging, hands-on, project based science experiences for our students. We need to encourage the continued development of these experiences, with rich interdisciplinary components in ELA and math. One goal as we plan for the coming school year is to pay careful attention to class scheduled, and ensure that there is an appropriate amount of time available for science curriculum, as well as all content areas. Some of our staff training time and release days should aim towards collaboration that will foster meaningful experiences. For example, some of our veteran teachers guide students to study the anatomy of plants through careful observation, experimentation, writing, and art. Additionally, we need to more closely monitor the regular use of science curriculum and integration with other subjects. Finally, field trips and hands on experiences, such as to the science museum and animal presentations, will help to foster interest and engagement in the sciences, especially for our socioeconomically disadvantaged students who may lack access to these experiences outside of school.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
42.2 making progress.	making progress.
Number Students: 45 Students	Number Students: 1 Student

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.

2025 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
4.4%	53.3%	0%	42.2%

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

Our greatest improvement over previous years is that only 4.4% of our english learners decreased by one ELPI level, compared to 18% the prior year. Our other strength is that 42.2% progressed at least one ELPI level
Next year, our goal is to increase the number of students who are progressing at least one ELPI level to 46%.
Our other area of improvement is that we want to see the increased capacity reflected in the ELPI scores also reflecting in the ELA and math CAASPP performance.

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

Last year, we had a strong designated ELD program using research and evidence based curriculum such as EL Achieve and UFLI. All students received structured, designated ELD every day.

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

Next year, we are losing our Bilingual Instructional Assistant due to the number of Spanish speaking students no longer meeting district budget cut points. This will be a large loss to our English Learners, because the BIA supports them

throughout the day in core subjects. This affects their access to content across the board and will affect their overall achievement.
To offset this effect, we will implement the following:
Our ELD teacher who is currently on an FTE reduction of 0.8 will be reinstated to 5 full days, 1 FTE.
Our new School Community Intervention Assistant will spend time supporting our ELD students in their access to literacy, as well as family and community supports to insure they feel connected to the school community.
We will continue to provide feedback and training for teachers in check for understanding instructional strategies that support integrated ELD.
We will continue to provide curriculum and training that supports integrated ELD.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
21.9% Chronically Absent	18.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 2.5	Declined 11.6	1 Student
370 Students	69 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	28.6% Chronically Absent	23.3% Chronically Absent
5 Students	Declined 11.4	Declined 3.4
	14 Students	300 Students

Students with Disabilities	African American	American Indian
Red 22.9% Chronically Absent Increased 4.1 118 Students	No Performance Color 53.8% Chronically Absent Increased 17.5 13 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color 12.5% Chronically Absent Declined 14.4 16 Students	No Performance Color 0 Students	Orange 25.5% Chronically Absent Declined 3.1 145 Students

Two or More Races	Pacific Islander	White
No Performance Color 17.2% Chronically Absent Declined 7.8 29 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Yellow 17.8% Chronically Absent Declined 0.9 163 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.

Last year, 21.9% of all students were chronically absent, which was a 2.5% decrease from the previous year.
Our lowest performing groups were Hispanic students who were 25.5% chronically absent, and socioeconomically disadvantaged students who were 23.3% chronically absent. Both of these groups declined in chronic absenteeism, Hispanic students declining by 3.1% and socioeconomically disadvantaged students declining by 3.4%
Students with disabilities increased in chronic absenteeism by 4.1 from the previous year, and were 22.9% chronically absent.

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

Last year, our attendance clerk ran many incentive programs and reached out to families consistently with support and resources.
She held special incentive days, gave certificates to high attending students each month, and helped remove barriers for families who were struggling with attendance.
Our wellness team introduced a Tier II program called Attendance Academy to regularly counsel students who tended towards chronic absenteeism.

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

Next year, we need to revive the incentive programs for positive attendance habits throughout the school to enhance positive attendance across the board. We also need to develop and distribute family education materials to promote positive attendance.
Students with disabilities may have health or transportation issues that our social worker, in conjunction with case managers, can investigate.
We need our SCIA, with input from our existing social worker, to reach out to families who are struggling with attendance on a regular basis, with a focus on socioeconomically disadvantaged students, as well as Hispanic students.
We will continue the Tier II interventions with targeted students, mostly in the upper elementary grades.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	2	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Blue	No Performance Color
2.1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.3%	Declined 1.8%	1 Student
382 Students	73 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	6.3% suspended at least one day	2.6% suspended at least one day
5 Students	Increased 6.3%	Increased 1.1%
	16 Students	309 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
2.5% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.6%	Maintained 0%	2 Students
119 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0% suspended at least one day	0 Students	0.7% suspended at least one day
Declined 3.3%		Maintained 0%
16 Students		153 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
3.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.6% suspended at least one day
Increased 3.2%	2 Students	Increased 0.8%
31 Students		165 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.

Of all students, 2.1% were suspended at least 1 day, which was a 0.3% increase from the previous year.
The student groups who were suspended the most were white students, homeless students, and socioeconomically disadvantaged students.
Of all white students, 3.6% were suspended at least one day, which was an increase of 0.8%
Of all homeless students, 6.3% were suspended at least one day, which was an increase of 6.3%
Of all socioeconomically disadvantaged students, 2.6% were suspended at least one day, which was an increase of 1.1%

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

Staff report that there were many incidents of physical aggression during the 2024-2025 school year. This could be due to a changing student population, combined with inconsistent relationship building strategies across the site.
Overall, suspension rates remained low compared to the state average of 2.9%. This is likely due to a school culture that values relationship building and collaboration. Most teachers utilize morning meetings and other relationship building strategies in their classrooms, and a strong wellness team supports students who are struggling.

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

Next year, we plan to dedicate some professional development time to focus on evidence-based approaches to teaching and discipline for teachers that create safe, joyful, and engaging classrooms and school communities. Some

examples include Responsive Classroom and Regulated Classroom strategies. We will provide release time and access to training in these and similar systems to teachers.
Next year, our School Community Intervention Assistant will intervene and provide targeted support to students and families of students who are at risk of being suspended for unsafe behavior. This will prevent learning loss by ensuring that students remain in their classrooms to receive instruction.

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: 2025-26

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?

mClass Screener beginning, middle, end of year
Literacy diagnostic measures Cycle 1, 2, 3
iReady beginning, middle, end of year
Checks for understanding at the Tier I level in classrooms, including formative unit assessments, exit tickets to drive instructional changes, & other student self-reflective measures
CAASPP spring assessment

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

This year, we implemented a coordinated literacy system and were able to provide targeted phonics and literacy development for every student on campus. We implemented a Walk to Learn system, pairing 1st and 2nd grade as well as 3rd and 4th grade in order to provide direct instruction for specific skills based on diagnostic student data. Teachers were provided with UFLI manuals, ESGI subscription, and other tools for progress monitoring and targeted instruction.
Our teachers were provided release days for: Professional development in ELPAC Essentials strategies, assessment days, and data discussion days. All of these contributed to measurable growth this year in literacy.
Math received less focus this year, and as a result scores have stagnated. We are hopeful that the new math curriculum adoption will provide a unified focus for quality math instruction next year.

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

We provided 3 cycles of Walk to Learn, and restructured student groups each time based on progress monitoring and diagnostic data.

2025-26

Identified Need

We need to provide structured, ongoing assessment and data team conversations in order to maintain our data driven literacy systems with fidelity.
We need to continue providing English Learners with high expectations and supports to scaffold instruction in classrooms; implementing comprehensive English language development curricula that integrate listening, speaking, reading, and writing skills.
We need to provide time and training for teachers to learn and implement the new math curriculum. Additionally, we will need guidance for grade level teams to engage in meaningful conversations about instructional improvement in math, grounding their reflection and modifications in student performance data.
We need to provide experiences to students to help increase their comprehension, problem solving skills, cooperation, and synthesis of academic learning with real world applications.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	66.2 points below standard	+3 scale score points
	English Learners	123.2 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	74.7 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Students with Disabilities	91.5 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	82.2 points below standard	
	Two or More Races		
	Pacific Islander		
	White	51.2 points below standard	
Math State Assessment: Change in scale score	All Students	68 points below standard	+3 scale score points
	English Learners	115.6 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	75.5 points below standard	
	Students with Disabilities	105.9 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	92 points below standard	
	Two or More Races		
	Pacific Islander		
	White	51.4 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	42.2	+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	Provide an Intervention teacher to support Tier I literacy systems, as well as Tier II and Tier III literacy intervention supports for students.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Other 2000-2999: Classified Personnel Salaries Other 3000-3999: Employee Benefits		School Year 2026-2027
1.2	Purchase supplemental materials and supplies above and beyond core for classrooms and intervention. Increase budget for this item if	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	3342 1406	School Year 2026-2027

	funding becomes available.		Site Allocation 4000-4999: Books And Supplies		
1.3	After school tutoring to support literacy, math, or language development needs. Increase budget if needed, if funding becomes available	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1000	School Year 2026-2027
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 X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6000	School Year 2026-2027
1.5	Provide professional development in content areas to classroom teachers and	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 5800: Professional/ Consulting	2000	School Year 2026-2027

	support staff to implement research based strategies in Tier 1 classroom and ensure best practices throughout school initiatives. Increase budget for this item if funding allows.		Services And Operating Expenditures		
1.6	Purchase EL Achieve instructional materials to support Emerging Bilinguals - District will purchase workbooks for EL Achieve levels for students.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	School Year 2026-2027
1.7	Supplemental technology and equipment above and beyond the core instructional program. Increase budget for this item if funding allows	X All Students English Learners X 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	4,374 1000	School Year 2026-2027

1.8	Engagement opportunities such as academic field trips, assemblies and hands-on experiences for expanding students' exposure to real-world experiences. Increase funding if budget allows	All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	0 7000	School Year 2026-2027

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: 2025-26

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 identify areas of need and action steps, family liaison contacting parents to inform about attendance policy and additional supports, school social worker reaching out to families as needed to connect them with resources, attendance academy with the counselor for chronically absent students.
Didn't work: Ineffective application of the additional 3 hours for attendance clerk, inconsistency in the types of attendance reports provided for attendance meetings, difficult to meet the needs when family transportation challenges exist, lack of follow through with attendance incentives.

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

We implemented positive attendance recognition systems mid-year, increased family outreach, planned end of year attendance incentives, and updated systems during attendance meetings to focus the conversation towards high-impact changes. This included running reports for uncommunicated absences and targeting outreach to families who needed connection, and focusing on chronic absences.

2025-26

Identified Need

Need improved systems for prompt responses to absences, especially uncommunicated absences.
Need increased outreach to our homeless, african american, and hispanic families.
Need to include attendance data in MTSS meetings more frequently.
Need to structure staff roles to ensure that student engagement is prioritized.
Need to support positive school culture and sense of belonging through increased collaboration between the wellness team and Tier I instruction, as well as materials to support these programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	21.9% Chronically Absent	-0.5%
	English Learners	18.8% Chronically Absent	
	Foster Youth		
	Homeless	28.6% Chronically Absent	
	Socioeconomically Disadvantaged	23.3% Chronically Absent	
	Students with Disabilities	22.9% Chronically Absent	
	African American	53.8% Chronically Absent	
	American Indian		
	Asian	12.5% Chronically Absent	
	Filipino		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic 25.5% Chronically Absent Two or More Races 17.2% Chronically Absent Pacific Islander White 17.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.6%	93%
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	Community Liaison to assist school social worker in meeting families' resource needs and foster parent engagement through targeted outreach and home to school communication.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing homeless, hispanic, & African American students	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2,090	School Year 2026-2027
2.2	Promote positive school culture for SEL and student recognition through behavior incentives, character education, and SEL materials for the Tier I classrooms.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School Year 2026-2027
2.3	Part-time counselor to support academic and social emotional needs small group and 1:1.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	67390 26323	School Year 2026-2027

	PC #36614		Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.4	Purchase supplies and food (LCFF) to enhance family/community engagement by connecting through interactive activities and learning experiences during family/community events.	X All Students X English Learners X 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	3500 0	School Year 2026-2027
2.5	Meet Tier II and Tier III student engagement needs through materials and supplies for the wellness program.	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other None Specified	2000	School Year 2026-2027

2.6	Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2026-2027

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: 2025-26

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 data system, Q entries for office managed behavior, MTSS meetings, wellness team meetings, student referrals from staff, parents, and self, SAEBERS/mySAEBERS to monitor need twice yearly fall/winter drive wellness team student support group identification.

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

The MTSS team includes counselor, social worker, resource teacher, psychologist, intervention teacher, and principal. We meet twice monthly to review and respond to multiple data points. We form groups for both academic and SEL intervention to ensure that targeted supports are provided for all students, and enhanced supports are provided to Tier 2 and Tier 3 students.

Classrooms utilize Tier 1 social emotional curriculum and evidence based strategies such as morning meetings to build classroom community. Teachers engage in frequent home communication and positive feedback loops with parents, which enhances our family partnerships and supports students.
We offer many family events each year, which are well attended.
Our response to escalated students has at times left the front office short staffed, and needs more clarity and support.
For some students, we developed behavior support plans and add 1:1 behavior aide to support the BSP. This is a temporary solution, but need to identify more broad support and solutions for students with 1:1 support
What didn't work: We placed less focus on Tier I alignment of schoolwide expectations this year, and need to boost our Tier I practices in the future.

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

In order to create more alignment in Tier I community building and SEL strategies, we provided initial training in Responsive Classroom techniques, oversight for use of Second Step including push-in lessons led by wellness team staff, and buddy classrooms pairing veteran teachers with those new to the school site.
We created new stipends for PBIS team membership, boosting staff engagement and participation in developing behavior management systems.
Our school social worker has placed more focus on case management and family outreach this year.

2025-26

Identified Need

We need professional development time and teacher release time to focus on evidence-based approaches to teaching and discipline for teachers that create safe, joyful, and engaging classrooms and school communities.
We need a SCIA to intervene and provide targeted support to students and families of students who are at risk of being suspended for unsafe behavior, especially those identified as homeless, two or more races, and white students, in collaboration with the school social worker and school counselor. This will prevent learning loss by ensuring that students remain in their classrooms to receive instruction. Additionally, this staff member can provide targeted attendance interventions, targeted literacy interventions for ELD students and low performing readers, and enhance family outreach efforts in collaboration with our wellness team. We will measure the impact of this position by progress monitoring students receiving literacy intervention with the MTSS team, regularly reviewing attendance data with our attendance team, reviewing behavior and suspension data with the PBIS team, and reviewing student progress with the wellness team.
We need to continue our focus on positive behavior intervention systems in order to coordinate efforts and student response throughout the school.
Family nights receive high engagement. There is an opportunity to add an academic family education component to existing events, and promote new events such as literacy nights, to enhance effectiveness of school and family partnerships. We will collaborate with the Family and Community Engagement department to continue to enhance community outreach and collaboration at Grand Oaks.
We will measure our success using our SJUSD Family and Community Engagement Framework rubric.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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: 2.1% suspended at least one day English Learners: 0% suspended at least one day Foster Youth Homeless: 6.3% suspended at least one day Socioeconomically Disadvantaged: 2.6% suspended at least one day Students with Disabilities: 2.5% suspended at least one day African American: 0% suspended at least one day American Indian Asian: 0% suspended at least one day Filipino Hispanic: 0.7% suspended at least one day Two or More Races: 3.2% suspended at least one day Pacific Islander White: 3.6% suspended at least one day	-0.3%
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%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 a SCIA to provide evidence-based support to students and families with challenges that impact student engagement and academics, both inside and outside of the classroom. These supports will include attendance, self-management, Check In Check Out interventions, academic guidance, and Tier 2/tier 3 academic supports for students who are struggling and	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	34937 33408	School Year 2026-2027

	behind in literacy and/or math, writing, and oral language. This is an added on support for students beyond Tier 1 in the classroom.				
3.2	Provide 2 family nights and 2 literacy parent nights to increase connectedness with school. Provide coffee with the principal, parent appreciation and other parent events.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Parent Involvement 5800: Professional/ Consulting Services And Operating Expenditures	4000 0	School Year 2026-2027
3.3	Additional 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	4130 3000	School Year 2026-2027

			LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
3.4	Provide outside vendors and supports for the community.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	1000	School Year 2026-2027
3.5	Provide additional hours for rec aides and other classified supervision staff to attend collaboration and training days related to student safety, relationship building, PBIS,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4500	

	and positive school culture.				
3.6	Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other	2500	School Year 2026-2027
3.7	PBIS communications, signage, and products tailored to our school expectations.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing students with disabilities	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	1500	School Year 2026-2027
3.8	Release days and planning time for PBIS and SLT members to collaborate: review data, build systems, and plan professional learning for staff.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental	2500 1000	School Year 2026-2027

			Site Allocation 2000-2999: Classified Personnel Salaries		
3.9	.	All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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	School Playground recreational aide		Other	15805
		School Playground recreational aide			15805
		School Playground recreational aide			15805
		School Playground recreational aide			15805

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	41,280	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	176,400	0.00
Title I Part A Parent Involvement	2,090	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	41,280.00
Title I Part A Parent Involvement	2,090.00
Title I Part A Site Allocation	176,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	76,890.00
2000-2999: Classified Personnel Salaries	49,657.00
3000-3999: Employee Benefits	59,731.00
4000-4999: Books And Supplies	22,122.00
5000-5999: Services And Other Operating Expenditures	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,780.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,090.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	74,390.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	34,937.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	59,731.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	5,342.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,122.00
Goal 2	104,303.00
Goal 3	92,475.00

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Kimberly Foree	Principal
Mayrena Reid	Other School Staff
Dana Alvarez	Classroom Teacher
Wendy Minor	Classroom Teacher
Britny Alioto	Parent or Community Member
Erika Vargas	Parent or Community Member
Tia Jenkins	Parent or Community Member
Shannon Humphries	Classroom Teacher
	Parent or Community Member
	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 .

Attested:

	Principal, Kimberly Foree on
ON FILE	SSC Chairperson, Elise Huggins-Ginsburg on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Grand Oaks Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional 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 **$41,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide outside vendors and supports for the community.	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00	Engaging Academic Programs	
Provide additional hours for rec aides and other classified supervision staff to attend collaboration and training days related to student safety, relationship building, PBIS, and positive school culture.	2000-2999: Classified Personnel Salaries	$4,500.00	Engaging Academic Programs	
Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships	4000-4999: Books And Supplies	$2,500.00	Engaging Academic Programs	
PBIS communications, signage, and products tailored to our school expectations.	5800: Professional/Consulting Services And Operating Expenditures	$1,500.00	Engaging Academic Programs	
Release days and planning time for PBIS and SLT members to collaborate: review data, build systems, and plan professional learning for staff.	1000-1999: Certificated Personnel Salaries	$2,500.00	Engaging Academic Programs	

	2000-2999: Classified Personnel Salaries	$3,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$1,000.00	Engaging Academic Programs
Provide 2 family nights and 2 literacy parent nights to increase connectedness with school. Provide coffee with the principal, parent appreciation and other parent events.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Engaging Academic Programs
Supplemental technology and equipment above and beyond the core instructional program. Increase budget for this item if funding allows	4000-4999: Books And Supplies	$4,374.00	Connected School Communities
	4000-4999: Books And Supplies	$1,406.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$7,000.00	Connected School Communities
Promote positive school culture for SEL and student recognition through behavior incentives, character education, and SEL materials for the Tier I classrooms.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Social-Emotional Growth
Purchase supplies and food (LCFF) to enhance family/community engagement by connecting through interactive activities and learning experiences during family/community events.	4000-4999: Books And Supplies	$3,500.00	Healthy Environments for Social-Emotional Growth
Meet Tier II and Tier III student engagement needs through materials and supplies for the wellness program.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Social-Emotional Growth
Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism.	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Social-Emotional Growth

Grand Oaks Elementary School

LCFF Supplemental Site Allocation Total Expenditures:	$41,280.00
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

Funding Source: Title I Part A Parent Involvement **$2,090.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	$0.00	Engaging Academic Programs	
Community Liaison to assist school social worker in meeting families' resource needs and foster parent engagement through targeted outreach and home to school communication.	2000-2999: Classified Personnel Salaries	$2,090.00	Healthy Environments for Social-Emotional Growth	

Title I Part A Parent Involvement Total Expenditures:	$2,090.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$176,400.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Part-time counselor to support academic and social emotional needs small group and 1:1. PC #36614	1000-1999: Certificated Personnel Salaries	$67,390.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$26,323.00	Healthy Environments for Social-Emotional Growth	
	4000-4999: Books And Supplies	$0.00	Healthy Environments for Social-Emotional Growth	
Provide a SCIA to provide evidence-based support to students and families with challenges that impact student engagement and academics, both inside and outside of the classroom. These supports will include attendance, self-management, Check In Check Out interventions, academic guidance, and Tier 2/tier 3 academic supports for students who are struggling and behind in literacy and/or math, writing, and oral language. This is an added on support for students beyond Tier 1 in the classroom.	2000-2999: Classified Personnel Salaries	$34,937.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	

Grand Oaks Elementary School

Engagement opportunities such as academic field trips, assemblies and hands-on experiences for expanding students' exposure to real-world experiences. Increase funding if budget allows	5000-5999: Services And Other Operating Expenditures	$0.00	Connected School Communities
Purchase supplemental materials and supplies above and beyond core for classrooms and intervention. Increase budget for this item if funding becomes available.	4000-4999: Books And Supplies	$3,342.00	Connected School Communities
After school tutoring to support literacy, math, or language development needs. Increase budget if needed, if funding becomes available	1000-1999: Certificated Personnel Salaries	$1,000.00	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	$6,000.00	Connected School Communities
Provide professional development in content areas to classroom teachers and support staff to implement research based strategies in Tier 1 classroom and ensure best practices throughout school initiatives. Increase budget for this item if funding allows.	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Connected School Communities
Purchase EL Achieve instructional materials to support Emerging Bilinguals - District will purchase workbooks for EL Achieve levels for students.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities
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

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3000-3999: Employee Benefits	$33,408.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures:	$177,400.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Grand Oaks Elementary School Total Expenditures:	$237,900.00