School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Green Oaks Fundamental	34 67447 6034581	May 18, 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)

Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Data includes surveys, local assessments, empathy gatherings and observations. The comprehensive needs assessment will focus on site level data and the needs assessment was developed by input from our site leadership team, school site council, students, parents and support staff. Site Data: California School Dashboard: The California dashboard data indicates that overall in English Language Arts, our students performed 30.6 points above standard and is a 4.9 point decrease from the previous year. Our English language learners decreased by 9.1 points. Overall in math, our students performed 16 points above standard and is a decrease from the previous school year by 17.9 points. Our lowest performing student groups in ELA are English Language Learners and in Math are students with disabilities. Chronic Absenteeism: Our Hispanic students increased by 3.6% and were 15.1% chronically absent. Suspension: We had an overall 0.7% increase in suspensions. Our Hispanic students had a 1.8% suspension increase and our socioeconomically disadvantaged students had a 0.5% decrease.
In addition, a survey was completed by parents to get input regarding high expectations, student engagement and school decision making. 46 families completed the survey and the results are below. -60% would like to provide feedback via a google form in order to provide input on decision making. 30% would prefer to respond to a Talking Points survey. 47.8% of families think that after school enrichment will help their student become more connected to school and 30.4% feel that a buddy program would be most impactful. 78.3% of caregivers are satisfied with challenging teaching practice our staff provides, whereas 21.7% feel that they could be more challenged.
55.8% of parents would like to see their students challenged more by classwork specifically and then extra projects assigned outside of school hours.

All classroom teachers provided input on student engagement, and challenging students on a more rigorous level. 58.3% of staff feel that buddy programs would help students feel connected whereas 25% feel that after school enrichment programs would increase student engagement. 91.7% of teachers feel that they could challenge their students more whereas 8.3% do not feel that this is an area of need. Teachers would like to see a GATE like program be reinstated as it has been in the past. It was for one hour per week. 54.5% of teachers say that they provide challenges through homework where most parents would prefer the challenge offered during the school day. Staff also indicated that they would prefer to have more challenging text in their student library and leveled readers for students to enjoy.

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	0.33%	%	0.35%	1		1
African American	0.98%	1.30%	2.43%	3	4	7
Asian	2.62%	1.63%	2.43%	8	5	7
Filipino	1.31%	1.95%	1.74%	4	6	5
Hispanic/Latino	15.74%	16.61%	18.40%	48	51	53
White	70.49%	67.75%	65.97%	215	208	190
Multiple/No Response	8.52%	10.75%	8.68%	26	33	25
			Total Enrollment	305	307	288

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	24
Kindergarten	31		42
Grade 1	51		43
Grade 2	52		34
Grade3	51		48
Grade 4	56		50
Grade 5	45		47
Total Enrollment	305		288

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	22	21	19	8.1%	7.2%	6.6%
Fluent English Proficient (FEP)	13	20	26	5.4%	4.3%	9.0%
Reclassified Fluent English Proficient (RFEP)	6				13.64%	

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
307	37.1%	6.8%	0.0%
Total Number of Students enrolled in Green Oaks Fundamental.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	21	6.8%
Foster Youth	0	0.0%
Homeless	4	1.3%
Socioeconomically Disadvantaged	114	37.1%
Students with Disabilities	24	7.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	4	1.3%
American Indian	0	0.0%
Asian	5	1.6%
Filipino	6	2%
Hispanic	51	16.6%
Two or More Races	33	10.7%
Pacific Islander	0	0.0%
White	208	67.8%

School and Student Performance Data

Overall Performance

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

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

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
30.6 points above standard	28 points below standard	
Declined 4.9 points	Declined 9.1 points	
156 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	19.7 points above standard
	3 Students	Increased 8.9 points
		59 Students

Students with Disabilities	African American	American Indian
No Performance Color 31.6 points below standard Increased 11.4 points 15 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 48.5 points above standard Increased 4.7 points 21 Students

Two or More Races	Pacific Islander	White
No Performance Color 23.9 points above standard 12 Students	No Performance Color 0 Students	Green 28.4 points above standard Declined 6.2 points 117 Students

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

The lowest performing student group is English Language Learners. This student group performed 28 points below standard and declined 9.1 points. Students with disabilities increased but are still below standard.

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

Staff have shared their need of more training for general education teachers on how to integrate supports into all content areas. There is also this idea that students need time to acclimate to school and adjust and therefore, instruction at times can be halted by potentially providing too much time. There needs to be more intervention supports in K-2 so that students get what they need and intervention supports are more preventative. There is also a need to reevaluate systems of interventions so that students get multiple opportunities or more exposure to concepts and time to practice them.

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

Strategize which classes EL students are in so that resources can be targeted and not spread across more classrooms than necessary. EL teacher to share the small group EL Achieve curriculum and lessons with general education teacher so that they can help continue the learning in the classroom. More targeted instructional time where students are getting what they need at their level of learning. The additional 3.75 hour per day Instructional Assistant will work directly with students on improving foundational reading skills. The Instructional Assistant will attend offered trainings and work with classroom teachers to ensure the highest level of support is offered.

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.

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 Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
16 points above standard	4.1 points above standard	
Declined 17.9 points	Declined 5.3 points	
156 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	0.1 points above standard
	3 Students	Declined 10.9 points
		59 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
53.5 points below standard	0 Students	0 Students
Declined 37 points		
15 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	46.3 points above standard
3 Students	3 Students	Increased 4.2 points
		21 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
21.8 points below standard	0 Students	14.2 points above standard
12 Students		Declined 18.6 points
		117 Students

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

The student group with the lowest performing level on the dashboard indicator is students with disabilities. This student group is 53.5 points below standard. This group also had a 37 point decline.

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

Potential causes as shared by teaching staff are less spiral review because students are sometimes out of the classroom receiving supports when review is happening with the rest of the class. Therefore, a lack of a coordinated master schedule that prioritizes core instruction time for students receiving intervention is contributing to a decline in performance. Staff also indicated that we are in the first year of focusing on problem strings and mathematical reasoning so over time we should see an increase in performance as staff continues to learn how to imbed strategies to help students gain a solid foundation of number sense and reasoning. Our current interventiuon system is more of a reteach style of instruction rather than remediation to help students grasp foundational skills.

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

Time for teachers to plan and understand math adoption and the implementation of the program. Staff also needs a comprehensive, research based intervention program that can be progress monitored in order to close learning gaps and a well balanced master schedule should be created to ensure optimal learning for all students. The 3.75 hour per day additional Instructional Assistant will attend offered training on the new math adoption to ensure consistent math vocabulary use and current teaching strategies are utilized with students.

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.

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 Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	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
Green 67.7 science points Declined 6 points 55 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 63 science points Declined 5.4 points 18 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	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

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	Green 67.9 science points Declined 6.4 points 44 Students

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

The lowest performing group is the socioeconomically challenged student group. This student group declined by 5.4 points and earned 63 science points whereas the white student group declined by 6.4 points and earned 67.9 science points.

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

Staff shared that students need to be provided more exit tickets where they are required to explain their evidence and thinking. Science also needs to be consistently taught in every grade level every day so that students come into fifth grade with foundational skills needed to continue proficiency.

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

PD on how to include science into the ELA Benchmark curriculum.

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
76.9 making progress.	making progress.
Number Students: 13 Students	Number Students: 0 Students

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

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
7.7%	15.4%	0%	76.9%

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

76.9% of our EL students progressed at least one ELPI level. 15.4% maintained and 7.7% decreased a level.

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

Last year was the first year that designated ELD was provided outside of the classroom. Instruction was provieded by both a TK teacher and the intervention teacher. With more time to plan and adjust to the EL Achieve curriculum along with an increase in teacher confidence as it relates to instruction, we will see growth from students.

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

Training provided to our TK and Intervention teacher to implement instruction and stay up to date on current research based teaching practices.

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.

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

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

This section 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

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 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
Green	No Performance Color	
7.9% Chronically Absent	4.2% Chronically Absent	
Declined 3.4	Declined 25.1	
316 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	13% Chronically Absent
	6 Students	Declined 3.4
		131 Students

Students with Disabilities	African American	American Indian
Yellow 11.8% Chronically Absent Declined 8.7 34 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Orange 15.1% Chronically Absent Increased 3.6 53 Students

Two or More Races	Pacific Islander	White
Yellow 13.5% Chronically Absent Declined 3.2 37 Students	No Performance Color 0 Students	Green 5.7% Chronically Absent Declined 3.2 211 Students

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

Our hispanic students have the highest chronic absenteeism percentage at 15.1% which is an increase of 3.6 points. Our socioeconomically disadvantaged students are at 13% chronic absenteeism rate which is a 3.4 decrease from the year prior.

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

Students are not feeling as connected to school. We were not as consistent at putting up visual reminders on the impact of being tardy or early release times. More communication efforts could be made to those families that are habitually tardy or absent. Clear expectations of our independent study guidelines when parents complete the application also need to be consistent. There have been times where families do not complete the work, or turn the work in late.

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

Staff Collaboration around incentives, motivation, and survey to parents to see what the barriers are. School attendance clerk, social worker and administrator will identify Hispanic students that have an increased risk at becoming chronically absent. Those parents will be notified and students will be invited to participate in attendance academy. Students will also be a part of creating goals, monitoring the goals and earning incentives that are of interest. Snacks, games, prizes, stickers, fidgets, etc. Students will be checked in with on a weekly basis to monitor attendance progress.

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.

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 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	3	0	1	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 1.8% suspended at least one day Increased 0.7% 325 Students	No Performance Color 0% suspended at least one day Maintained 0% 27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Green 0.7% suspended at least one day Declined 0.5% 136 Students

Students with Disabilities	African American	American Indian
Orange 2.8% suspended at least one day Increased 2.8% 36 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Orange 3.7% suspended at least one day Increased 1.8% 54 Students

Two or More Races	Pacific Islander	White
Blue 0% suspended at least one day Maintained 0% 38 Students	No Performance Color 0 Students	Orange 1.8% suspended at least one day Increased 0.5% 217 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.

Students with disabilities had a 2.8% increase in suspension. Hispanic students had a 1.8% increase in suspensions. White students increased by 0.5%.

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

Challenges of time and space to offer students to deescalate when instruction is taking place. Sometimes it takes a long time for students to obtain supports and in more challenging cases, a behavior plan.

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

-PD on how to run a restorative conference, providing safe spaces or cool down areas in the classroom. Fidgets, sensory materials, buddy rooms to support students that need a break or a reset.

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?

The data that we used to monitor progress is CAASPP, iReady, mClass Reading Difficulty Screener, informal observations, data analysis during (2) two hour sessions release per grade level. We also sent parent, student and staff surveys to illicit input. This data was monitored annually, once a trimester and running records are implemented on an as needed basis.

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

-Implementation of teaching strategies as learned in site wide book study: Developing Mathematical Reasoning: Avoiding the Trap of Algorithms by Pamela Harris

-Implemented Check for Understanding strategies to gage student learning of mathematical strategies and analyzed/monitored student progress by use of exit tickets in data analysis, grade level collaboration and whole school collaboration meetings.
-2 (5th grade teachers) implemented the math pilot programs to share learning.
-Beginning, Middle and End of Year mClass Reading Difficulty Screener grades K-5.
-Staff attended professional development to support learning and implementation of mClass screener and learned how to group students and monitor reading progress. This PD was voluntary and outside of the work day.

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

-Watched videos of professionals leading number strings activities to increase teacher confidence and create a better understanding of the steps.
-Practitioners participating in district math cohorts brought learning back to site and helped bridge district focus to our site wide learning
-Analyzed both math and iReady proficiency levels in all domains. Staff created groups and researched targeted learning lessons for each group using iReady and mClass resources. Teachers then shared their progress in a whole group setting.

2025-26

Identified Need

Our English Learners, Students with Disabilities and socioeconomically disadvantaged students continue to need more support in ELA . In Math, students with disabilities are continuing to perform below standard.
Math will remain our academic focus for the 2025-26 school year. This year, teachers will continue to focus on moving away from algorithms and focus on guiding students through various domains of math development from basic counting and adding to more complex functional and proportional reasoning.   We will also be implementing a new math curriculum adoption and prioritize Multilingual learners, socioeconomically disadvantaged and students with disabilities for intervention supports. K-2 teachers have also completed two full years of implementing UFLI and will continue this work into the 26-27 school year. A focus on analyzing student data in mClass will also be a focus for our professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	30.6 points above standard	+3 scale points
	English Learners	28 points below standard	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Socioeconomically Disadvantaged	19.7 points above standard	
	Students with Disabilities	31.6 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	48.5 points above standard	
	Two or More Races	23.9 points above standard	
	Pacific Islander		
	White	28.4 points above standard	
Math State Assessment: Change in scale score	All Students	16 points above standard	+3 scale points
	English Learners	4.1 points above standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0.1 points above standard	
	Students with Disabilities	53.5 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	46.3 points above standard	
	Two or More Races	21.8 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Pacific Islander White 14.2 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	76.9	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	13.64%	+2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Monitor student achievement and analyze data to modify instructional plan using iReady and mClass. Provide release days for grade level teams to collaborate.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	11,500.00	School Year 2026-2027
1.2	Before and After School Intervention & Accelerated Programs- STEM,	X All Students English Learners X Low-Income Students Foster Youth	Other None Specified	0	School Year 2026-2027

	LEGO Engineering, Advanced Reading Clubs using outside approved vendors at parent cost. If needed, offer scholarships through PTA donations.	Lowest Performing Students with Disabilities			
1.3	Purchase supplemental instructional materials and supplies to support students.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	276.00	School Year 2026-2027
1.4	3.75 hour Instructional Aide to support EL students in ELA skills needed to increase proficiency.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	16431.00 6793.00	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?

Parent and student surveys, Dashboard data, weekly and monthly attendance reports, progress monitoring in before and after school program, attendance in before school reading club. Data analysis occurred at monthly staff meetings, bi monthly attendance meetings with attendance clerk and weekly meetings with principal and social worker.

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

Attendance in reading club was consistent throughout the year. Students come to school 30 minutes before breakfast and read with their peers. They have access to books in the library and staff to help support them with reading strategies and comprehension. This year we had our first ever PTA election that helped draw interest from a variety of families. We also used Prop 28 funds to host an art program for approximately 40 students in grades K-5.

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

We clarified expectations of our independent study program as we realized that some families were signing contracts but not always following through with student work completion.
We also recognized the need to communicate regularly to families that were making small improvements. We did this through phone calls and Talking Points messages.
Attendance clerk started recognizing classroom attendance with beaver tails. When a class earns 10 beaver tails, they get extra recess with the principal.

2025-26

Identified Need

English learners chronic absenteeism rate is 4.2%, our Hispanic student population is 15.1% chronically absent and students with disabilities are 11.8.% chronically absent. The attendance academy program that helped with the 24-25 school year will be attempted again in the 26-27 school year. Social worker, administrator and attendance clerk will work together to identify students based on data that may benefit from the attendance academy program where students can earn incentives for arriving to school on time. Goals are created with students and communicated with parents.

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	7.9% Chronically Absent	-0.5%
	English Learners	4.2% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	13% Chronically Absent	
	Students with Disabilities	11.8% Chronically Absent	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	15.1% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 13.5% Chronically Absent Pacific Islander White 5.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	95.3%	95%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	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	Before School Reading Club to further enhance struggling students' reading proficiency.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Other Other		School Year 2026-2027
2.2	Before and After School Enrichment classes including art, chess, and STEAM, designed to engage students in meaningful learning experiences outside of the school day.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
2.3	Social Worker to help support students with social emotional needs as well as family supports when needed to address attendance barriers. Implementation of	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other		School Year 2026-2027

	Attendance Academy.				
2.4	School wide assemblies held to recognize students for improved attendance and punctuality as well as specifically targeting EL families to increase attendance.	X All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	Other		School Year 2026-2027
2.5	Attendance Academy with a focus on Hispanic, and 2 or more races.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	Other		School Year 2026-2027
2.6	Buddy Classes and systems to build more community and sense of belonging.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Other		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?

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

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

Parents provided feedback that they enjoy our family events and want to see those continue. Students gave feedback on wanting to try new things so student council looked at what they could do differently to help engage more students and have increased participation in spirit days and school wide events. Student council was presented the idea of a college and career week and students responded positively to the idea. We implemented a college and career week for the second year now and it received a lot of support and participation. Classrooms participated in a college door decorating contest and we also invited parents and community members to share their career and or pathway to college.

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

This year we increased the amount of dine to donate events in an effort to build more community connection and also offer a way to increase our PTA revenue. We learned that there are several businesses interested in creating partnerships and are looking into how we can build upon the momentum we have started.

2025-26

Identified Need

Our Hispanic students suspension rate is 3.7% in comparison to all students at 1.8%. Our students with disabilities suspension rate is 2.8% These are two student groups that we will prioritize for next year as we are looking at data and as student behaviors arise. We also need to lean on the learning that we have done in the past around student and adult emotional regulation as well as learning around restorative practices instead of suspension as a means to encourage behavioral change. Parent attendance at ELAC meetings has been low historically. Efforts to ensure parent attendance at ELAC meetings next year will include the offer of prizes, student supervision during the meetings, surveys to determine the best times for parents to attend, and surveys to determine what parent needs and areas of learning are most valuable to them. Playground behaviors continue to be the location where most conflict takes place. The peace patrol program will continue to help support students through conflict.

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	1.8% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0.7% suspended at least one day	
	Students with Disabilities	2.8% suspended at least one day	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	3.7% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races: 0% suspended at least one day Pacific Islander White: 1.8% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	80.4%	83%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	87.3%	84%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	20%	30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Family Evening Events to support family and student engagement as well as connectedness. This will also provide opportunities for	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027

	parents to take more leadership roles.				
3.2	Before/After School Clubs: Book Club, LEGO Engineering, Gaming/Coding will help increase student connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
3.3	School Wide Assemblies Acknowledging student character strengths: Responsibility, Kindness, Growth Mindset to help decrease suspension and maintain the 0% expulsion rate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
3.4	Maintain the (1) 3 hour school playground recreational aide and the (1) 3.5 hour recreational aide position to monitor students before school, during breakfast as well as lunch to increase the sense of student safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027

3.5	Peace Patrol Program for students enrolled in grades 4,5 to mentor students in grades 1-3 and support students through problem solving.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide primary language support to emerging bilinguals in core classes outside of ELD.	8/2025 through June 2026	0.75 FTE BIA			

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

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	35,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	35,000.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,500.00
2000-2999: Classified Personnel Salaries	16,431.00
3000-3999: Employee Benefits	6,793.00
4000-4999: Books And Supplies	276.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	16,431.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,793.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	276.00
None Specified	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Elizabeth Perry	Classroom Teacher
Michele Palermo	Classroom Teacher
Ari Yant	Classroom Teacher
Anne McBride	Parent or Community Member
Oksana Vanden	Other School Staff
Jordan Sherburne	Parent or Community Member
Marti Schaffer	Parent or Community Member
Darcie Turner	Parent or Community Member
Kristi O'Brien (Principal)	Principal
Christy Munoz	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
ON FILE	Other: Lead Team Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/18/2026.

Attested:

Kristi O'Brien	Principal, Kristi O'Brien on 05/18/26
[illegible]	SSC Chairperson, Jordan Sherburne on 05/18/26

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

Green Oaks Fundamental Elementary School

Funding Source: LCFF Supplemental Site Allocation **$35,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental instructional materials and supplies to support students.	4000-4999: Books And Supplies	$276.00	Connected Communities	
3.75 hour Instructional Aide to support EL students in ELA skills needed to increase proficiency.	2000-2999: Classified Personnel Salaries	$16,431.00	Connected Communities	
	3000-3999: Employee Benefits	$6,793.00	Connected Communities	
Monitor student achievement and analyze data to modify instructional plan using iReady and mClass. Provide release days for grade level teams to collaborate.	1000-1999: Certificated Personnel Salaries	$11,500.00	Connected Communities	
	LCFF Supplemental Site Allocation Total Expenditures:	$35,000.00		
	LCFF Supplemental Site Allocation Allocation Balance:	$0.00		

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Before and After School Intervention & Accelerated Programs- STEM, LEGO Engineering, Advanced Reading Clubs using outside approved vendors at parent cost. If needed, offer scholarships through PTA donations.	None Specified	$0.00	Connected Communities	
Provide organizational skills to help with future planning, using planners and other tools.		$600.00	Clear Pathways to Bright Futures	

Other Total Expenditures:	$600.00
Other Allocation Balance:	$0.00
Green Oaks Fundamental Elementary School Total Expenditures:	$35,600.00