



# 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                  | 10/10/20                               | November 17, 2020         |

## 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

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. It also serves as the Additional Targeted Support and Assistance plan.

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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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# Comprehensive Needs Assessment Components

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

## Data Analysis

What did your data show (disaggregated by student group)?

| Guidance             |                                                                                                                                                                                                                                                                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Data Analysis</b> | <p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p> |

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on 2019-2020 Trimester 3 engagement data:
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data for Fall 2020 shows:

Attendance rate: Grand Oaks attendance rate is currently 96.83

Synchronous learning weekly percentage rate: 75%

Asynchronous engagement - weekly assignment completion rate: 65%

Learning loss - to be determined using IREADY, text level, chapter quizzes and tests

Target groups:

30 students show attendance as a concern on our engagement data sheet:

Total number of students 310 = 10% most concerned about...

Of the 30 students, 13 students are Hispanic = 43%

Of the 30 students, 4 students are African American/mixed race = 13%

Of the 30 students, 9 students are Caucasian/White = 30%

Prior to the pandemic, data shows that:

Text Level data from 2nd trimester:

45% of K-2 students were either at or exceeding grade level standards.

26% .9 K-5 English Learners K-2 were either at or exceeding grade level standards.

36.4% of K-2 students identified as McKinney-Vento were either at or exceeding grade level standards.

42.1% of K-2 students identified as low income were either at or exceeding grade level standards.

Winter Survey Data:

High Expectations/Caring Relationships:

94.2% parents (5.6% increase) , 90.9% students (.9% decrease) and 77.3% staff (15% decrease)

Meaningful Participation:

91.9% parents 3.5% decrease), 80.3% students (same) , 80% of teachers(7.6% increase)

School Culture:

92.4% parents (3.6% decrease); 77.3% students (14% decrease) ; 73.7% teachers (8% decrease)

School Safety:

95.8 parents (same) ; 85.5% students (5% decrease) ; 84.2 Teachers (55% decrease)

Attendance:  
 Fall through 3/13/2020  
 overall attendance rate 95>2%  
 ELL 95.8%  
 Low SES 94.8%  
 McKinney Vento 95.3%

Suspension rate:(Home suspension)  
 Overall .31%  
 African American 0%  
 ELL .58%  
 SPED 1.64%  
 Low SES .39%

Engagement Rates during Distance Learning:  
 65,5% of all students either exceeded or met the expectations for engaging in distance learning.

English Learning Engagement during Distance Learning:  
 52% of Primary ELL students either exceeded or met the expectations for engaging in distance learning.  
 55% of Intermediate ELL students either exceeded or met the expectations for engaging in distance learning as compared to 75% English Only Learners.

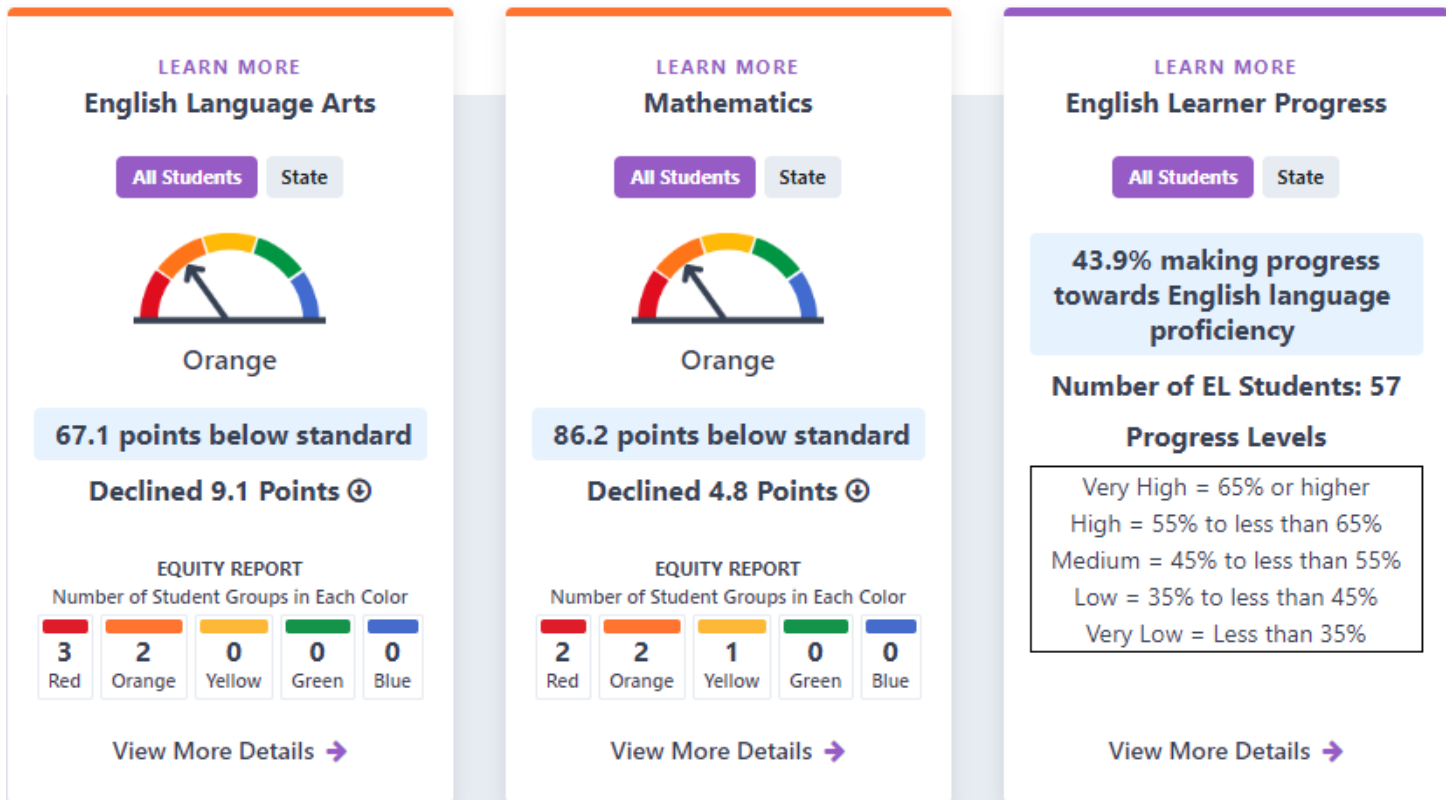
Low SES engagement during distance learning:  
 50% of Low SES students either exceeded or met the expectation for engaging in distance learning.

Students with Disabilities Engagement during Distance Learning:  
 40.2% of SWD learners either exceeded or met expectations for engaging in distance learning.

Staff recognizes that English learners and SWD are negatively impacted as a greater percentage in comparison to non-English Learners and non- SPED students.

### Student Group Report for 2019

| Student Group                       | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|-------------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students                        | Red                 | Green           | None            | None           | Orange                | Orange      |
| English Learners                    | Orange              | Blue            | None            | None           | Red                   | Yellow      |
| Foster Youth                        | None                | None            | None            | None           | None                  | None        |
| Homeless                            | None                | Orange          | None            | None           | None                  | None        |
| Socioeconomically Disadvantaged     | Red                 | Green           | None            | None           | Orange                | Orange      |
| Students with Disabilities          | Orange              | Green           | None            | None           | Red                   | Red         |
| African American                    | None                | None            | None            | None           | None                  | None        |
| American Indian or Alaska Native    | None                | None            | None            | None           | None                  | None        |
| Asian                               | None                | None            | None            | None           | None                  | None        |
| Filipino                            | None                | None            | None            | None           | None                  | None        |
| Hispanic                            | Orange              | Green           | None            | None           | Red                   | Red         |
| Native Hawaiian or Pacific Islander | None                | None            | None            | None           | None                  | None        |
| White                               | Orange              | Green           | None            | None           | Orange                | Orange      |
| Two or More Races                   | None                | None            | None            | None           | None                  | None        |



## Root Cause Analysis

What did your root causes analysis reveal?

|                            | Guidance                                                                                                                                                                                                            |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Root Cause Analysis</b> | <p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p> |

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by...

Attendance: Students are not attending due to

Lack of engagement in synchronous learning and lack of assignment completion:

Essential Workers

Parents are working during the day and not able to support their child(ren)

Computer/technology issues

Stress from Pandemic

Modified engagement (example: 1 zoom a day)

Too many zooms each day

More than 2 siblings in the house, hardship for the parent/caregiver/grandparent to be on computer

Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth.

## Root Cause Analysis prior to Distance Learning:

Upon analysis of SPED, we noticed a mismatch of instructional programs, consisting of mismatched curriculum components and a gap for student's academic content area, and behavioral goals/needs to show growth in our SPED students. SPED students may not feel successful or comfortable within the school environment which causes SPED students to be absent and/or chronically ill on a regular basis. SPED students data shows that there was not a reduction in chronically absent. The number actually increased to 15.3%. There was a decrease in SPED students being suspended, there was a 6.4% decline.

Agreements on curriculum, Create attendance and behavioral plans that encourage and motivate students to feel a part of the school community. Our data shows and increase in chronically absent Address and begin adding SPED students into the general education program for a portions of the day with assistance from our SPED instructional aides. To integrate SPED students in general education classes, we will need to work in close contact with San Juan Central, district enrollment to discuss ways in which we prepare for next school year to transition into this new way of thinking.

Our Hispanic and Low Socioeconomic students scored low in Language Arts and Math respectively.

Low Socioeconomic students chronic absences also have increased by 3.1% to 16.7%. Our Hispanic students had an increase in chronic absences as well, they increased by 9.7% to 16.3%.

## Resource Inequities

What resource inequities did you discover?

| Guidance                   |                                                                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Resource Inequities</b> | Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs. |

Have resources been allocated to the areas identified in your Root Cause Analysis? If so, has there been enough?

Where have school resources typically been allocated? Type your analysis here

Based on data analysis, root cause analysis and review of budgets and review of schedules,

The following resource inequities were identified in Goal 3: SPED students need curriculum and support that is aligned and builds from K-3 to 3-5.; 54.5% of students feel like they don't have the opportunity to provide feedback to teachers on lessons.

The following inequities were identified in Goal 1: Students in SPED have more relational training within the classroom and outside in non-instructional times. SPED students will need to be exposed to grade level standards and be integrated into general education classrooms. This means, teachers may need additional extra assignment pay to prepare standards based and goal oriented lessons, Instructional Aides may need additional training to support students. Portfolio's of students day to day work needs to be build to show student growth towards their standard goals. There is a need to dig deeper with our Hispanic students and our Low SES students to determine how to support and create positive relationships. The TSI team has started this process this year for SPED and yet we need to look more carefully into our other subgroups that need support.

The following inequities were identified in Goal 3: Hispanic students are receiving designated EL support in Language Arts instruction, will we need to look closer at integrated Language Art supports in the classrooms for students success.

# Stakeholder Involvement

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

The 2020-2021 SPSA was developed in collaboration with parents, teachers, leadership and students. The Grand Oaks School Site Council (SSC), is comprised of parents, teachers, and staff. The SSC met 4 times to determine needs and develop goals and actions to address them. Teachers provided direct input through Wednesday Collaboration Time Meeting, Leadership Team. Parents of English learners met to discuss programs related to the specific needs of English learners. Those conversations will continue throughout the year.

The CA Dashboard data highlighting the need to monitor and refine systems to support equitable outcomes for students receiving Special Education services this was discussed during staff meetings, professional development sessions, Leadership Team meetings, and School Site Council meetings. The Grand Oaks Targeted Support. Actions will be brought back to additional stakeholder groups for feedback and additional resource allocations as needed.

Stakeholders will continue to be involved with monitoring and refining the School Plan throughout the year. Leadership team meets every two weeks and reviews data point and next steps in best practices for teachers teaching and student learning. School Site Council met twice this year, so far, and is scheduled to meet four more times. Needs assessment, SPSA, site budget, resources to support Distance and Hybrid learning and evidence of why student attendance has not increased through synchronous and asynchronous learning.

English Language Advisory Committee met in September and October to review and discuss. Data compared to 2018-2019, school needs assessment, reviewed site budget, resources to support hybrid or distance learning and how to engage students to increase attendance.

At staff meetings, professional development sessions, Leadership Team meetings, and School Site Council meetings we discussed the dashboard and data that highlights the need to monitor and refine systems to support our SPED sub-group population.

Staff has been participating in Social Justice training

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on data analysis, root cause analysis and review of budgets and review of schedules, the following resource inequities were identified:

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around the models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below;



PL - Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socioemotional needs through virtual platforms are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Effective communication:

Technology: While there is a digital divide there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Comprehensive Needs Assessment Prior to Distance Learning:

Analysis prior to COVID 19, based on 2018-2019 State Assessments:

1. Professional learning towards planning, using assessment towards science lessons.
2. Intervention - six week cycles of learning in reading both in fiction and non-fiction

Suspensions:

There has been a decrease in school suspensions, due to the continued training and positive behavior systems at our school site.

Each classroom has Second Step program to teach social-emotional behaviors.

In place of suspensions, we have in place, a positive referral system to celebrate students.

Restorative Practices are beginning with student to student interactions to share how to effectively communicate.

# 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

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

### 2020-21

### Identified Need

## Annual Measurable Outcomes

### Metric/Indicator

Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.

Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.

### Baseline 2019-20

97% of the parent community feel that they are involved by being informed, having their phone calls returned, resources are provided and students concern's are addressed.

88%t of the parent community and 74% of the staff strongly agree around School Decision making is happening.

### Expected Outcome 2020-21

continue with strategies implemented within the parent community

continue with strategies implemented within decision making processes to keep everyone involved.

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                                                              | Person(s) Responsible | Source(s)                                                               | Proposed Allocation | Implementation Timeline |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------|---------------------|-------------------------|
| 1.1    | Purchase 20% of copy machine with Title 1 funds and 30% of a copy machine with LCFF. Supplemental funds in order to provide materials for families about safety, English language acquisition, academic achievement and intervention, attendance participation, and family engagement. Providing these materials to families and increase overall student achievement and engagement with their | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |                       | Title I Part A Site Allocation<br><br>LCFF Supplemental Site Allocation | 1875<br><br>1875    | School year 2020-21     |

|     |                                                                                                                                                                                    |                                                                                  |  |                                                                            |                 |                     |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--|----------------------------------------------------------------------------|-----------------|---------------------|
|     | students' education and a sense of belonging for the greater school community for students who are low socioeconomic status, English Language learners, homeless and foster youth. |                                                                                  |  |                                                                            |                 |                     |
| 1.2 | Utilize parent liaison to improve communication between school and families                                                                                                        | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  | Title I Part A Parent Involvement<br><br>LCFF Supplemental Site Allocation | 2581<br><br>500 | School year 2020-21 |
| 1.3 | Enhance family/community by engaging in interactive activities and learning experiences through three family nights                                                                | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  | LCFF Supplemental Site Allocation                                          | 2500            | School year 2020-21 |

# 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

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

## Annual Review

### SPSA Year Reviewed: 2019-20

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

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

We have started PBIS practices (year 2), Multiple field trips for students, school climate is positive with most areas above 92%, Second Step in the classroom for Tier 1 supports, Class meetings occurring in most classrooms, students feel like they are a part of the community

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

Despite actions to build positive school climate, Only 85.5% of students feel school is a safe place for all, 55% of students feel the community is respectful, In addition to PBIS, continuing to build school wide structures to support students (and more specifically boys).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be looking at and defining instructional strategies to support boys in and out of the classroom, continuing with Second Step, booster groups, analyzing data through SABERS and SWIS data, creating a cool down corner and a problem solving area within the classroom

**2020-21**

**Identified Need**

Restorative Practices to support students, continued PBIS booster and reteaching based off of SABER data, Boys are more at risk that girls both social emotionally and academically

**Annual Measurable Outcomes**

| Metric/Indicator                                                                   | Baseline 2019-20                                                                                                                                                                                                                                              | Expected Outcome 2020-21                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suspensions                                                                        | .33% Overall students were suspended<br>.41% Overall Low SES students suspended.<br>1.69% of SPED students were suspended                                                                                                                                     | Maintain a low suspension rate for all students, SPED students and low SES.                                                                                                                                                               |
| Attendance data                                                                    | 95.2% of students were at school regularly; 12% were chronically absent overall<br>94.7% of students in SPED were at school regularly, 17.7% were chronically absent<br>94.8% of students in Low SES were at school regularly. 13.1% were chronically absent. | Increase students regular attendance to 96%, lower chronically absent by 3%<br><br>Increase SPED student attendance to 96%, lower chronically absent by 3%<br>Increase Low SES student attendance to 96%, lower chronically absent by 3%. |
| District Survey - School Culture Staff.<br>Percent strongly agree/agree overall.   | 73.3% of staff believe there is a positive school culture at Grand Oaks.                                                                                                                                                                                      | Increase staff school culture to 78%.                                                                                                                                                                                                     |
| District Survey - School Culture Parent.<br>Percent strongly agree/agree overall.  | 92.4% of parents believe there is a positive school culture at Grand Oaks.                                                                                                                                                                                    | Maintain or increase to 95% of parents feeling a positive school culture.                                                                                                                                                                 |
| District Survey - School Culture Student.<br>Percent strongly agree/agree overall. | 77% of students believe there is a positive school culture.                                                                                                                                                                                                   | Increase to 82% of students feeling they are a part of a positive school culture.                                                                                                                                                         |

| Metric/Indicator                                                        | Baseline 2019-20           | Expected Outcome 2020-21                            |
|-------------------------------------------------------------------------|----------------------------|-----------------------------------------------------|
| District Survey - Safety Staff. Percent strongly agree/agree overall.   | 84% of staff feel safe.    | Increase to 90% of staff feeling safe on campus.    |
| District Survey - Safety Parent. Percent strongly agree/agree overall.  | 96% of parents feel safe.  | Maintain the 96% of parents feeling safe on campus. |
| District Survey - Safety Student. Percent strongly agree/agree overall. | 86% of students feel safe. | Increase to 90% of students feeling safe on campus. |

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                                                              | Person(s) Responsible | Source(s)                         | Proposed Allocation | Implementation Timeline |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------|-----------------------------------|---------------------|-------------------------|
| 2.1    | Promoting positive school culture needs including social emotional supports and student recognition through behavior incentives and activities. | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |                       | LCFF Supplemental Site Allocation | 1500.00             | School year 2020-21     |
| 2.2    | Increase positive school climate and character education to support students through positive behavior                                          | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |                       | LCFF Supplemental Site Allocation | 2280.00             | School year 2020-21     |

|     |                                                                                                                                                                           |                                                                                      |  |                                                                                                 |                    |                     |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------|--------------------|---------------------|
|     | assemblies and recognition                                                                                                                                                |                                                                                      |  |                                                                                                 |                    |                     |
| 2.3 | Utilize a campus representative to increase connections between home and school, establish relationships with student and families, and create a positive school culture. | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other     |  | Title I Part A Site Allocation                                                                  | 54480              | School year 2020-21 |
| 2.4 | Provide additional Recreational Aide hours to increase positive student engagement during unstructured time.                                                              | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other     |  | LCFF Supplemental Centralized Services (District Only)<br><br>LCFF Supplemental Site Allocation | 2972.00<br>1500.00 | School year 2020-21 |
| 2.5 | Improve student attendance through incentive days and end of                                                                                                              | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Other |  | LCFF Supplemental Site Allocation                                                               | 1000.00            | School year 2020-21 |



|     |                                                                                              |                                                                                  |  |                                   |          |                     |
|-----|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--|-----------------------------------|----------|---------------------|
|     | year recognition.                                                                            |                                                                                  |  |                                   |          |                     |
| 2.6 | Increase clerk hours, 3 hours per day to promote attendance and monitor chronic absenteeism. | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  | LCFF Supplemental Site Allocation | 16114.00 | School year 2020-21 |
| 2.7 |                                                                                              | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  |                                   |          |                     |
| 2.8 |                                                                                              | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  |                                   |          |                     |

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2019-20

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

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

1.

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

2.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

3.

**2020-21**

**Identified Need**

K-2 literacy needs to be a continued measure, more focused instruction and data to move students forward for Guide Reading. LexiaCore is not being used in primary grades and SDC. ELD alignment with Benchmark was not evident.

**Annual Measurable Outcomes**

| Metric/Indicator                                                       | Baseline 2019-20                                                               | Expected Outcome 2020-21                                                        |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| LexiaCore Data                                                         | no measurable data for K-2                                                     | Develop a baseline for LexiaCore                                                |
| SBAC ELA<br>2019 Fall Ca School Dashboard -<br>Distance from standard  | 67.1 points below standard, declined 9.1 points, status orange                 |                                                                                 |
| SBAC Math<br>2019 Fall Ca School Dashboard -<br>Distance from standard | 86.2points below standard, declined by 4.8 points, status orange               |                                                                                 |
| K-2 Text Level Data                                                    | 55% were below/approaching benchmark overall                                   | Increase from 43% to 48% at grade level overall                                 |
| Special Education Text level                                           | 80% were below/approaching benchmark SPED                                      | Increase from 10% to 20% at grade level.                                        |
| ELPAC                                                                  | 15.9% of ELs were level 3 and 2.9% of ELs were level 4 on written composition. | Increase by 3 to 5% in level 3 and Level 4 in written composition respectively. |

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                                       | Person(s) Responsible | Source(s)                     | Proposed Allocation | Implementation Timeline |
|--------|-----------------------|-----------------------------------------------------------|-----------------------|-------------------------------|---------------------|-------------------------|
| 3.1    | Implement IReady Math | X All Students<br>English Learners<br>Low-Income Students | Teachers/Principal    | Title I Part A<br>Centralized |                     | School year 2020-2021   |

|     | and Language Arts                                                                                                                                      | Foster Youth<br>Other                                                              |                                                  | Services<br>(District Only)                                             |                     |                       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------|---------------------|-----------------------|
| 3.2 | Purchase supplemental classroom library books, materials, and supplies to support intervention, engagement and differentiation around literacy skills. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Teachers /<br>Principal                          | LCFF Supplemental Site Allocation<br><br>Title I Part A Site Allocation | 2833.00<br><br>7500 | School year 2020-2021 |
| 3.3 | Develop a whole school library with leveled reading books to enhance curriculum.                                                                       | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal / ICT<br>Principal/<br>Leadership Team | Title I Part A Site Allocation                                          | 2000.00             | School year 2020-2021 |
| 3.4 | Provide professional development for staff to increase awareness of instructional strategies,                                                          | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal/<br>Teachers                           | Title I Part A Site Allocation                                          | 4000.00             | School year 2020-2021 |

|     |                                                                                                                                                                                                                                                                                      |                                                                                             |  |  |  |                              |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--|--|--|------------------------------|
|     | <p>language development and foundation reading skill development.</p> <p>Include Professional Development K-2 - Scholastic Guided Reading</p>                                                                                                                                        |                                                                                             |  |  |  |                              |
| 3.5 | <p>Two, 5 week, after school tutoring programs to ensure that all students meet academic standards. To include 3rd through 5th grade students. Instructional Assistant to assist with small group interactions and classroom instruction. No additional site cost for this item.</p> | <p>All Students<br/>English Learners<br/>Low-Income Students<br/>Foster Youth<br/>Other</p> |  |  |  | <p>School year 2020-2021</p> |

|     |                                                                                                                                                                    |                                                                                    |  |                                |         |                       |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|--------------------------------|---------|-----------------------|
| 3.6 | Provide opportunities for instructional staff to engage in professional development and collaboration around best math instructional practices.                    | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  | Title I Part A Site Allocation | 1000.00 | School year 2020-2021 |
| 3.7 | Meet technology needs to include iPads, chargers, headphones, apps, laptops, laptop and iPad accessories, and equipment to enhance the core instructional program. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  | Title I Part A Site Allocation | 6830.00 | School year 2020-2021 |
| 3.8 | Provide professional development and release time for teachers collaborate and build capacity around effective and engaging                                        | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  | Title I Part A Site Allocation | 1500.00 | School year 2020-2021 |

|      |                                                                                                                                                                                 |                                                                                      |                           |                                           |           |                       |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------|-------------------------------------------|-----------|-----------------------|
|      | instructional strategies for math.                                                                                                                                              |                                                                                      |                           |                                           |           |                       |
| 3.9  | Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for English Language Arts. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other   |                           |                                           | 5000.00   | School Year 2020-2021 |
| 3.10 | Purchase supplemental math and English Language Arts curriculum to support intervention, engagement and acceleration.                                                           | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Other |                           |                                           | 1000.00   | school Year 2020-2021 |
| 3.11 | Ensure all English Learners receive Designated and Integrated English Language                                                                                                  | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Other   | Principal, ELD Teacher(s) | LCFF Supplemental English Learner Central | 58,768.00 | School year 2020-2021 |

|      |                                                                                                                                                                                                                                                             |                                                                                    |                                                                                |                                           |           |                       |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------|-----------|-----------------------|
|      | Development (ELD) daily.<br><br>.5 FTE ELD Teacher                                                                                                                                                                                                          |                                                                                    |                                                                                |                                           |           |                       |
| 3.12 | Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA).<br>.4375 FTE BIAs | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, Teachers, Bilingual Instructional Assistant/Instructional Assistant | LCFF Supplemental English Learner Central | 16,035.00 | School year 2020-2021 |
| 3.13 | Provide supportive instructional materials for Newcomer-English                                                                                                                                                                                             | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal, ELD Teachers                                                        | Title I Part A Site Allocation            | 1000.00   | School year 2020-2021 |



|      |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                      |                                                |                                                        |         |                       |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------|---------|-----------------------|
|      | Language Learners including                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                      |                                                |                                                        |         |                       |
| 3.14 | Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Other | 80%<br>Intervention/20%<br>Instructional Coach | Title I Part A<br>Centralized Services (District Only) | 131,921 | School year 2020-2021 |

|      |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                    |                        |                                      |       |                          |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------|--------------------------------------|-------|--------------------------|
|      | analysis and goal setting).                                                                                                                                                                                                                                                                                                                                                                     |                                                                                    |                        |                                      |       |                          |
| 3.15 | Hire an Instructional Assistant for 6 hrs per day to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. IA will receive lesson plans and goal setting from teacher to monitor student growth. Instructional Assistant will provide daily support in | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal,<br>Teachers | Title I Part<br>A Site<br>Allocation | 27220 | School year<br>2020-2021 |

|      |                                                                                                                                                                                                                                                                                                                       |                                                                                    |                                         |                                      |       |                          |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------|-------|--------------------------|
|      | Kindergarten and primary classes.                                                                                                                                                                                                                                                                                     |                                                                                    |                                         |                                      |       |                          |
| 3.16 | Hire one Instructional Assistants for 3 hours per day to provide direct services and support to disadvantaged and low performing students. Assist the teacher in implementing state standards and provide quality instruction. IAs will receive lesson plans and goal setting from teacher to monitor student growth. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal,<br>Teachers, Site<br>Council | Title I Part<br>A Site<br>Allocation | 11671 | School year<br>2020-2021 |
| 3.17 |                                                                                                                                                                                                                                                                                                                       | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other   |                                         |                                      |       |                          |

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

### 2020-21

### Identified Need

## Annual Measurable Outcomes

### Metric/Indicator

Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school

Winter 2019-20 School Survey - College and Career -Parents are informed about

### Baseline 2019-20

69% of students in the fourth and fifth grade know what classes they have to take to graduate high school.  
70% of parents know what classes students must take to graduate high school.

80% of parents are informed about the different career pathways and programs available to middle and high school.

### Expected Outcome 2020-21

73% of students will be better informed in regard to their future classes for high school graduation.

84% of parents will be informed about the different career pathways and programs available in middle and high school.

| Metric/Indicator                                                           | Baseline 2019-20                                                                                                    | Expected Outcome 2020-21                                     |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| career pathways and programs available at middle and high schools          |                                                                                                                     |                                                              |
| Number of enrichment opportunities offered before, during or after school. | After school and during lunch activities include Bridges, basketball, baseball, Destiny kids club, drama club, band | due to COVID these programs may not happen this school year. |

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                                                                | Person(s) Responsible | Source(s)                         | Proposed Allocation | Implementation Timeline |
|--------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------|-----------------------------------|---------------------|-------------------------|
| 4.1    | Pilot implementation of National Inventors Hall of Fame - I Can Invent units for students and teachers in pilot classrooms | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |                       | LCFF Supplemental Site Allocation | 3450.00             | School year 2020-21     |
| 4.2    | Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM              | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |                       | Title I Part A Site Allocation    | 2000.00             | School year 2020-21     |

|     |                                                                                                                                                                             |                                                                                               |  |                                       |                |                            |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--|---------------------------------------|----------------|----------------------------|
|     | <p>activities and instruction.</p> <p>Provide STEAM materials as reasonable and necessary.</p>                                                                              |                                                                                               |  |                                       |                |                            |
| 4.3 | <p>Promote arts integration across content areas including on-line programs, art apps, evening and wee end music performances, music instructional materials and needs.</p> | <p>X All Students<br/>English Learners<br/>Low-Income Students<br/>Foster Youth<br/>Other</p> |  | <p>Title I Part A Site Allocation</p> | <p>1000.00</p> | <p>School year 2020-21</p> |
| 4.4 | <p>Provide opportunities for enrichment through real world experiences, field trips and assemblies.</p>                                                                     | <p>X All Students<br/>English Learners<br/>Low-Income Students<br/>Foster Youth<br/>Other</p> |  | <p>Title I Part A Site Allocation</p> | <p>1500.00</p> | <p>School year 2020-21</p> |
| 4.5 | <p>Promote student dance performance in a school wide end of year event.</p>                                                                                                | <p>X All Students<br/>English Learners<br/>Low-Income Students<br/>Foster Youth<br/>Other</p> |  | <p>Other</p>                          | <p>2500.00</p> | <p>School year 2020-21</p> |



# Budget Summary

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

## Budget Summary

| Description                                                             | Amount       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$           |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$377,905.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

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

| State or Local Programs                                | Allocation (\$) |
|--------------------------------------------------------|-----------------|
|                                                        | \$6,000.00      |
| LCFF Supplemental Centralized Services (District Only) | \$2,972.00      |
| LCFF Supplemental English Learner Central              | \$74,803.00     |
| LCFF Supplemental Site Allocation                      | \$33,552.00     |
| Other                                                  | \$2,500.00      |
| Title I Part A Centralized Services (District Only)    | \$131,921.00    |
| Title I Part A Parent Involvement                      | \$2,581.00      |
| Title I Part A Site Allocation                         | \$123,576.00    |

Subtotal of state or local funds included for this school: \$377,905.00

Total of federal, state, and/or local funds for this school: \$377,905.00



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source                                         | Amount  | Balance |
|--------------------------------------------------------|---------|---------|
| LCFF Supplemental Site Allocation                      | 33552   | 0.00    |
| LCFF Supplemental English Learner Central              | 74,803  | 0.00    |
| LCFF Supplemental Centralized Services (District Only) | 2,972   | 0.00    |
| Title I Part A Site Allocation                         | 123576  | 0.00    |
| Title I Part A Parent Involvement                      | 2581    | 0.00    |
| Title I Part A Centralized Services (District Only)    | 131,921 | 0.00    |

## Expenditures by Funding Source

| Funding Source                                         | Amount     |
|--------------------------------------------------------|------------|
|                                                        | 6,000.00   |
| LCFF Supplemental Centralized Services (District Only) | 2,972.00   |
| LCFF Supplemental English Learner Central              | 74,803.00  |
| LCFF Supplemental Site Allocation                      | 33,552.00  |
| Other                                                  | 2,500.00   |
| Title I Part A Centralized Services (District Only)    | 131,921.00 |
| Title I Part A Parent Involvement                      | 2,581.00   |
| Title I Part A Site Allocation                         | 123,576.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount     |
|------------------|------------|
|                  | 320,039.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|--------|
|------------------|----------------|--------|

|  |                                                        |            |
|--|--------------------------------------------------------|------------|
|  |                                                        | 6,000.00   |
|  | LCFF Supplemental Centralized Services (District Only) | 2,972.00   |
|  | LCFF Supplemental English Learner Central              | 74,803.00  |
|  | LCFF Supplemental Site Allocation                      | 22,064.00  |
|  | LCFF Supplemental Site Allocation                      | 11,488.00  |
|  | Other                                                  | 2,500.00   |
|  | Title I Part A Centralized Services (District Only)    | 131,921.00 |
|  | Title I Part A Parent Involvement                      | 2,581.00   |
|  | Title I Part A Site Allocation                         | 24,330.00  |
|  | Title I Part A Site Allocation                         | 99,246.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 9,331.00           |
| Goal 2      | 79,846.00          |
| Goal 3      | 278,278.00         |
| Goal 4      | 10,450.00          |

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members   | Role                       |
|-------------------|----------------------------|
| Suzanne Landuyt   | Principal                  |
| Stephanie Goodall | Classroom Teacher          |
| Sara O'Grady      | Other School Staff         |
| Elise Huggins     | Classroom Teacher          |
| Wendy Hull-Minor  | Classroom Teacher          |
| Tara Whittaker    | Parent or Community Member |
| Norma Martinez    | Parent or Community Member |
| Dina Blodgett     | Parent or Community Member |
| Nestor Pena       | Parent or Community Member |
| Jan Brockes       | 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**

English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

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 10/21/19.

Attested:

ON FILE

Principal, Suzanne Landuyt on 10/12/2020

ON FILE

SSC Chairperson, Wendy Minor on 10/12/2020

# Budget By Expenditures

## Grand Oaks Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$2,972.00 Allocated**

| Proposed Expenditure                                                                                         | Object Code | Amount     | Goal                                             | Action |
|--------------------------------------------------------------------------------------------------------------|-------------|------------|--------------------------------------------------|--------|
| Provide additional Recreational Aide hours to increase positive student engagement during unstructured time. |             | \$2,972.00 | Healthy Environments for Social-Emotional Growth |        |
| LCFF Supplemental Centralized Services (District Only) Total Expenditures:                                   |             | \$2,972.00 |                                                  |        |
| LCFF Supplemental Centralized Services (District Only) Allocation Balance:                                   |             | \$0.00     |                                                  |        |

**Funding Source: LCFF Supplemental English Learner Central \$74,803.00 Allocated**

| Proposed Expenditure                                                                                                                                                                                                                      | Object Code | Amount      | Goal                       | Action |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------------------|--------|
| Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.                                                                                                                                   |             | \$58,768.00 | Engaging Academic Programs |        |
| .5 FTE ELD Teacher                                                                                                                                                                                                                        |             |             |                            |        |
| Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). |             | \$16,035.00 | Engaging Academic Programs |        |
| .4375 FTE BIAs                                                                                                                                                                                                                            |             |             |                            |        |
| LCFF Supplemental English Learner Central Total Expenditures:                                                                                                                                                                             |             | \$74,803.00 |                            |        |
| LCFF Supplemental English Learner Central Allocation Balance:                                                                                                                                                                             |             | \$0.00      |                            |        |

# Grand Oaks Elementary School

**Funding Source: LCFF Supplemental Site Allocation**

**\$33,552.00 Allocated**

| Proposed Expenditure                                                                                                                                   | Object Code | Amount      | Goal                                             | Action |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|--------------------------------------------------|--------|
| Enhance family/community by engaging in interactive activities and learning experiences through three family nights                                    |             | \$2,500.00  | Connected School Communities                     |        |
|                                                                                                                                                        |             | \$1,875.00  | Connected School Communities                     |        |
|                                                                                                                                                        |             | \$500.00    | Connected School Communities                     |        |
| Promoting positive school culture needs including social emotional supports and student recognition through behavior incentives and activities.        |             | \$1,500.00  | Healthy Environments for Social-Emotional Growth |        |
| Increase positive school climate and character education to support students through positive behavior assemblies and recognition                      |             | \$2,280.00  | Healthy Environments for Social-Emotional Growth |        |
| Improve student attendance through incentive days and end of year recognition.                                                                         |             | \$1,000.00  | Healthy Environments for Social-Emotional Growth |        |
| Increase clerk hours, 3 hours per day to promote attendance and monitor chronic absenteeism.                                                           |             | \$16,114.00 | Healthy Environments for Social-Emotional Growth |        |
|                                                                                                                                                        |             | \$1,500.00  | Healthy Environments for Social-Emotional Growth |        |
| Purchase supplemental classroom library books, materials, and supplies to support intervention, engagement and differentiation around literacy skills. |             | \$2,833.00  | Engaging Academic Programs                       |        |
| Pilot implementation of National Inventors Hall of Fame - I Can Invent units for students and teachers in pilot classrooms                             |             | \$3,450.00  | Clear Pathways to Bright Futures                 |        |

# Grand Oaks Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$33,552.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

**Funding Source: Other** **\$0.00 Allocated**

| Proposed Expenditure                                                  | Object Code | Amount     | Goal                             | Action |
|-----------------------------------------------------------------------|-------------|------------|----------------------------------|--------|
| Promote student dance performance in a school wide end of year event. |             | \$2,500.00 | Clear Pathways to Bright Futures |        |

Other Total Expenditures: \$2,500.00

Other Allocation Balance: \$0.00

**Funding Source: Title I Part A Centralized Services (District Only)** **\$131,921.00 Allocated**

| Proposed Expenditure                                                                                                                                                                                                                                                                                                                                                                                                                       | Object Code | Amount       | Goal                       | Action |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|----------------------------|--------|
| Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). |             | \$131,921.00 | Engaging Academic Programs |        |

# Grand Oaks Elementary School

Title I Part A Centralized Services (District Only) Total Expenditures: \$131,921.00

Title I Part A Centralized Services (District Only) Allocation Balance: \$0.00

## Funding Source: Title I Part A Parent Involvement \$2,581.00 Allocated

| Proposed Expenditure                                                        | Object Code | Amount     | Goal                         | Action |
|-----------------------------------------------------------------------------|-------------|------------|------------------------------|--------|
| Utilize parent liaison to improve communication between school and families |             | \$2,581.00 | Connected School Communities |        |

Title I Part A Parent Involvement Total Expenditures: \$2,581.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

## Funding Source: Title I Part A Site Allocation \$123,576.00 Allocated

| Proposed Expenditure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Object Code | Amount     | Goal                         | Action |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|------------------------------|--------|
| Purchase 20% of copy machine with Title 1 funds and 30% of a copy machine with LCFF. Supplemental funds in order to provide materials for families about safety, English language acquisition, academic achievement and intervention, attendance participation, and family engagement. Providing these materials to families and increase overall student achievement and engagement with their students' education and a sense of belonging for the greater school community for students who are low socioeconomic status, English Language learners, homeless and foster youth. |             | \$1,875.00 | Connected School Communities |        |
| Provide supportive instructional materials for Newcomer- English Language Learners including                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             | \$1,000.00 | Engaging Academic Programs   |        |



## Grand Oaks Elementary School

|                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------|
| Utilize a campus representative to increase connections between home and school, establish relationships with student and families, and create a positive school culture.                                                                                                                                                                                                                                                         | \$54,480.00 | Healthy Environments for Social-Emotional Growth |
| Develop a whole school library with leveled reading books to enhance curriculum.                                                                                                                                                                                                                                                                                                                                                  | \$2,000.00  | Engaging Academic Programs                       |
| Provide professional development for staff to increase awareness of instructional strategies, language development and foundation reading skill development.                                                                                                                                                                                                                                                                      | \$4,000.00  | Engaging Academic Programs                       |
| Include Professional Development K-2 - Scholastic Guided Reading                                                                                                                                                                                                                                                                                                                                                                  |             |                                                  |
| Provide opportunities for instructional staff to engage in professional development and collaboration around best math instructional practices.                                                                                                                                                                                                                                                                                   | \$1,000.00  | Engaging Academic Programs                       |
| Meet technology needs to include iPads, chargers, headphones, apps, laptops, laptop and iPad accessories, and equipment to enhance the core instructional program.                                                                                                                                                                                                                                                                | \$6,830.00  | Engaging Academic Programs                       |
| Provide professional development and release time for teachers collaborate and build capacity around effective and engaging instructional strategies for math.                                                                                                                                                                                                                                                                    | \$1,500.00  | Engaging Academic Programs                       |
| Hire an Instructional Assistant for 6 hrs per day to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. IA will receive lesson plans and goal setting from teacher to monitor student growth. Instructional Assistant will provide daily support in Kindergarten and primary classes. | \$27,220.00 | Engaging Academic Programs                       |

## Grand Oaks Elementary School

|                                                                                                                                                                                                                                                                                                                       |             |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------|
| Hire one Instructional Assistants for 3 hours per day to provide direct services and support to disadvantaged and low performing students. Assist the teacher in implementing state standards and provide quality instruction. IAs will receive lesson plans and goal setting from teacher to monitor student growth. | \$11,671.00 | Engaging Academic Programs       |
|                                                                                                                                                                                                                                                                                                                       | \$7,500.00  | Engaging Academic Programs       |
| Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction.                                                                                                                                                                             | \$2,000.00  | Clear Pathways to Bright Futures |
| Provide STEAM materials as reasonable and necessary.<br>Promote arts integration across content areas including on-line programs, art apps, evening and wee end music performances, music instructional materials and needs.                                                                                          | \$1,000.00  | Clear Pathways to Bright Futures |
| Provide opportunities for enrichment through real world experiences, field trips and assemblies.                                                                                                                                                                                                                      | \$1,500.00  | Clear Pathways to Bright Futures |

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Title I Part A Site Allocation Total Expenditures: \$123,576.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Grand Oaks Elementary School Total Expenditures: \$371,905.00