



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Green Oaks Fundamental	34 67447 6034581	October 30,2020	June 9, 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)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of, student outcomes.

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. 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	
Data Analysis	<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 -----
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 shows:

Attendance rate---

Synchronous learning weekly percentage rate: 98%

Asynchronous engagement - weekly assignment completion rate:90%

Learning Loss-Waiting on data to compare text level and iReady assessments for trimester one.

Prior to the pandemic, data shows that:

Text Level Data from 2nd trimester:

68% of students 3-5 were either At or Exceeding grade level standards in Math.

74% of students in grades 3-5 at or exceeding grade level standards in Reading

92% of K-2 students were either At or Exceeding grade level standards.

65% of K-6 students identified as Low Income were either At or Exceeding grade level standards.

75% of ELL learning were at or exceeding standards.

Winter Survey Data From the 19-20 School Year--

High Expectations/Caring Relationships:

95% parents (1% increase), 94% students (5% increase) and 95% of staff (1% increase)

Meaningful Participation:

87% of parents (4% decrease), 79% of students (3% decrease) and 95% of staff (7% increase)

School Culture:

95% of parents (1% increase), 92% of students (2% decrease) and 95% of staff (5% decrease)

School Safety:

93% of parents (1% decrease), 96% of students (3% increase) and 89% of staff (3% increase)

Attendance Rate Prior To Distance Learning:

Fall through 3/13/2020:

97.0% overall attendance rate

96,2% ELL attendance rate

96.2% Low SES attendance rate

Suspension Rate:

Fall through 3/13/2020:

.5% (.03% decrease) overall suspension rate

0% Students with Disabilities

0% ELL suspension rate

0% Low SES suspension rate

Engagement Rates during Distance Learning, Fall 2020:

71% of all students either exceeded or met the expectations for engaging in distance learning

English Language Learners Engagement during Distance Learning:

52% of Primary ELL students either exceeded or met the expectations for engaging in distance learning

57% of Intermediate ELL students either exceeded or met the expectations for engaging in distance learning

Low SES Engagement during Distance Learning:

68% of Primary Low SES students either exceeded or met the expectations for engaging in distance learning

66% of Intermediate Low SES students either exceeded or met the expectations for engaging in distance learning

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners. In addition, students who do not have stable housing struggle to engage in the daily routine of synchronous and asynchronous activities.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<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 team including; administration, elected leadership team members, School Site Council and members of our PTA participated in data discussion 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...

Learning loss is anticipated to be greater among groups of students that are low-income and English learners. We can attribute a lack of attendance and engagement from our students to the following factors: Unstable housing environments for students, social/emotional challenges, and lack of access for support for our low income and English Language Learners along with their families. The pandemic has resulted in some families needing go relocate and unfortunately, quite a few families have lost their jobs. This has impacted our students as the focus at home may not be on academics, but on making sure families have the food, clothing and shelter needed.

Because the families of our English Language Learners and low incomes are not able to support with instruction and because of the lack of supports, learning loss is anticipated to be greater these groups.

Root Cause Analysis prior to Distance Learning:

Based on identified points of inequity, through March of 2020, the following resource inequities were addressed:

By utilizing LCFF funding we were able to hire an aid to assist in support of ADHD, low income and other students who otherwise found themselves distracted within the learning environment. As of March identified students had shown improved reading and math scores from small group instruction.

We engaged in professional learning with an effective and reading and math researched based online program, IReady. The program allows for diagnostics, assessments and lesson supplements to identify and improve learning for students who are behind academically including those who need to show more than one year's academic growth.

Students with chronic absences were monitored and kept in close communication/contact to allow for voice and connectivity.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around 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. The resources include, but are not limited to:

1. Provide family outreach as needed to support families.
2. Providing incentives and activities for student attendance and engagement.
3. Providing digital materials or platforms to support instruction.
4. Providing hands on materials for students to use from home.

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

With the onset of distance learning, in March 2020, stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss. Based on PTA, parent and staff input parents are asking for easier access and usability of technology, an increased need to know and understand varying platforms, support for their children to understand the materials given. The social emotional need has increased as students feel isolated at times.

Staff met 3 times to discuss needs around distance learning

Involvement with developing the 2019-2020 School Plan began in the fall. Site Leadership teams, School Site Council, and staff had provided input for the 2019-2020 SPSA to determine if actions had been effective. Progress was noted in professional development, assistance of some students who can be distracted, intervention with IReady, and addressing chronic absence/connectivity. SSC met 4 times. SSC was interested in how the new SPSA plan would address new areas like "Clear Pathways To Bright Futures".

Site Lead Team met 6 times and voiced concern about how to more effectively address all struggling students, those that do not qualify under low income and English Learners.

2019-2020 March

The SPSA process and Comprehension Needs Assessment included a data analysis and discussion with staff and School Site Council. The Council consists of 5 parents, three teachers, the classified clerk and the principal who met three times to review and discuss data and identify priorities, areas and actions. Parents wanted to know the factors in how low-income students continued to perform with less proficiency on state testing. Teachers described the prior intervention during the school day and its advantages/disadvantages. It was agreed that for student academic growth to continue, interventions which include technology/ diagnostics would be important. Other technology, including computers may be needed as a resource. Continuation with small group work to assist in identifying reading behaviors, including Scholastic guided reading as a part of intervention to build student skill sets was discussed. Bringing on an instructional assistant to assist low-income, ELL and other academically at risk student was agreed upon.

Teachers and staff participated in development of the Needs Assessment through Site Lead Team, SSC and staff meetings. Teachers would like to bring on an IA and add technology/diagnostics/lesson supports as a resource. Other technology was also recommended. The principal spoke of the Needs Assessment with many parents at a PTA meeting in October. We also include student council in discussion related to safety and academics. We discuss progress during staff meetings and student council meetings in selected months when data is available.

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around 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:

Professional Learning:

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 a virtual platform 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.

Prior to Distance Learning:

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

Additional resources in grades K-5 to address the needs of students who distract the learning environment.

Resources toward continued professional learning with effective and engaging reading, writing, research and inquiry instructional strategies while continuing to understand and apply the new curriculum.

Resources for Interventions that allow for students who are behind academically to show more than one year's academic growth.

Resources to assist students who arrive at school exhausted and as a result, low concentration.

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 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

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Prior to Distance Learning in 19-20 emphasis was placed on targeted areas of the 18-19 Winter Survey, namely: Reducing the number of overall chronic absences and increase students' feeling of belonging in school by increasing students' connectedness to classes and activities. 19-20 Survey results suggested that we were increasing the percent of students who felt connected.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

**2020-21
Identified Need**

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
School Climate Survey	<p>Winter Survey Data: High Expectations/Caring Relationships: 95% parents (1% increase), 94% students (5% increase) and 95% of staff (1% increase)</p> <p>Meaningful Participation: 87% of parents (4% decrease), 79% of students (3% decrease) and 95% of staff (7% increase)</p> <p>School Culture: 95% of parents (1% increase), 92% of students (2% decrease) and 95% of staff (5% decrease)</p>	<p>Winter Survey Data: High Expectations/Caring Relationships: 95% parents (1% increase), 94% students (5% increase) and 95% of staff (1% increase)</p> <p>Meaningful Participation: 87% of parents (4% decrease), 79% of students (3% decrease) and 95% of staff (7% increase)</p> <p>School Culture: 95% of parents (1% increase), 92% of students (2% decrease) and 95% of staff (5% decrease)</p>

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
	School Safety: 93% of parents (1% decrease), 96% of students (3% increase) and 89% of staff (3% increase)	School Safety: 93% of parents (1% decrease), 96% of students (3% increase) and 89% of staff (3% increase)

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	Implement events virtually which can engage classrooms students site wide	X All Students X English Learners X Low-Income Students Foster Youth Other	Staff, parents, students and principal			2020-21
1.2	Coordinate with PTA to provide activities and incentives for students	All Students English Learners Low-Income Students Foster Youth Other	Staff, parents, students and principal			2020-21
1.3		All Students English Learners Low-Income Students Foster Youth Other	I			

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

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. School Connectedness and Healthy Environments For Social/Emotional Growth are very similar in purpose and the data/survey information is therefore similar to Goal 1/ Connectedness. Prior to Distance Learning in 19-20 emphasis was placed on targeted areas of the 18-19 Winter Survey, namely: Reducing the number of overall chronic absences and increase students' feeling of belonging in school by increasing students' connectedness to classes and activities. 19-20 Survey results suggested that we were increasing the percent of students who felt connected.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
2020-2021 Student Winter Survey: Sense of Belonging, School Culture and Climate	69.2% of 4th/5th grade students feel I like they are part of their school community 75% of 4th/5th grade students feel people are respectful to others at their school	Increase percent of 4th/5th grade students who feel like they are part of their school community 1% Increase percent of 4th/5th grade students who feel people are respectful to others at their school by 1%
Chronic Absence Rate	All: 2.2% Low SES: 4%	Decrease chronic absence rate by .3%
Attendance	All: 97% Low SES: 96.5%	Increase attendance rate by .3%
Suspension Rate	All: .49%	maintain/decrease suspension rate

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	Access to Social worker for students who require the needed outreach	X All Students X English Learners X Low-Income Students Foster Youth Other	Teacher, students, administration.			School year 2020-21
2.2	address health oriented activity like Red Ribbon week.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, administration.	Other 0000: Unrestricted	500	School year 2020-21
2.3	Cover Anti-Bullying as presented by the district	X All Students X English Learners X Low-Income Students Foster Youth Other	Teacher, students, administration, parents.			School year 2020-2021
2.4	Provide information on health services email and website	All Students English Learners Low-Income Students Foster Youth Other	students, parents, staff, admin.			School year 2020-21
2.5	Purchase safety items related to Covid that students will benefit from by	All Students English Learners Low-Income Students Foster Youth Other				

increasing
safety directly
to them

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Prior to March, student performance on the use of Benchmark Curriculum, interventions using tutors, focus on writing in response to text and development of anchor papers, Scholastic Guided Reading for grades K-2, MAP testing to monitor student progress in grades 3-5, School wide reading program to increase reading minutes per child, running records to monitor reading in K-2, local classroom assessments. The effectiveness was shown in 70 percent of students were proficient in Reading in grades 3-5 and 83% proficiency in K-2 text levels. The results reflected strong grade level planning and strategizing.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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 regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement in English Language Arts for all students, including a focus on low-income students. Changes can be found in the Needs Assessment, Root Cause Analysis, and Resource Inequities section.

2020-21

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Text Level Data K-2	All: 83% proficient Low SES: 73.5% proficient	All: 84% proficient Low SES: 74.5% proficient
CAASPP ELA	Percentage of students that met/exceeded standards ALL: 68.9% Low SES: 52.1%	Percentage of students who meet/exceed standards All: 70% Low SES: 53%
CAASPP Math	Percentage of students that met/exceeded standards All: 71% Low SES: 70.8%	Percentage of students who meet/exceed standards All: 72% Low SES: 71%

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	Monitor student achievement using IReady and running records data. Make modifications to instructional program based on data.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers and administrator			School year 2020-21
3.2	Increase student learning in ELA and Math using technologies like Google classroom to support the goal.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers and administrator			School year 2020-21
3.3	Small group intervention, virtually or in person, for students who are below grade level in reading and math.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, Lead Team and administrator	Other		School year 2020-21
3.4	Purchase electronic devices/computers,,contract online supports to assist ELL	X All Students X English Learners X Low-Income Students Foster Youth Other	teachers and administration	LCFF Supplemental Site Allocation None Specified	25000	School year 2020-21

	and low income students in learning.					
3.5	Purchase books, instructional supports and materials to assist low income and other targeted students.	All Students English Learners Low-Income Students Foster Youth Other	Secretary, Administrator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6500	School year 2020-21
3.6	Use a portion of 18 hrs. PD to be trained by TOSA on Google Classroom and other platforms to track student progress.	All Students English Learners Low-Income Students Foster Youth Other	Secretary, Administrator	Other		School year 2020-21
3.7	1 FTE Intervention Specialist	All Students English Learners Low-Income Students Foster Youth Other	Administration	Other None Specified		

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

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

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.

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Clear Pathways to Bright Futures is a new district goal and we plan on supporting it through encouraging a growth mindset in students and by positive character oriented messaging.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

Number of enrichment opportunities offered before, during or after school.
 Per Winter 2019-20 School Survey- Meaningful Participation overall rating based on these questions:
 * Students are prepared for the next step of their educational experience
 * Quality classes/activities offered that meet each student's interests and talents
 * Students are motivated/engaged in what they are learning
 cent strongly agree/agree

Parents-87% Students-79% Staff-96%

Parents-88% Students-80% Staff- 97%

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	Assemblies encouraging character and a growth mindset	X All Students X English Learners X Low-Income Students Foster Youth Other	Admin ,staff			2020-2021
4.2	Provide organizational skills to help with future planning, using planners and other tools.	X All Students X English Learners X Low-Income Students Foster Youth Other				
4.3	Departmentalize grades 3-5 in certain subjects to assist in middle school preparation.	X All Students X English Learners X Low-Income Students Foster Youth Other				

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	\$32,000.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$500.00

Subtotal of state or local funds included for this school: \$32,000.00

Total of federal, state, and/or local funds for this school: \$32,000.00

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	31500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00
Other	500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
4000-4999: Books And Supplies	6,500.00
None Specified	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,500.00
None Specified	LCFF Supplemental Site Allocation	25,000.00
0000: Unrestricted	Other	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	500.00
Goal 3	31,500.00

School Site Council Membership

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

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

Name of Members	Role
TIM BROWN (President)	Parent or Community Member
BILL KREPICH	Parent or Community Member
LORI FRANCE	Classroom Teacher
ANNE MCBRIDE	Parent or Community Member
MONICA SJOLIN	Other School Staff
MARY WARAAS	Classroom Teacher
KRISTIE FRANCO	Parent or Community Member
STEPHANIE TICE	Classroom Teacher
Robert S. Reynolds (Principal)	Principal
	Other School Staff

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

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 10/29/19.

Attested:



Principal, Robert S. Reynolds on 10/29/19



SSC Chairperson, Tim Brown on 10/29/19

Budget By Expenditures

Green Oaks Fundamental Elementary School

Funding Source: LCFF Supplemental Site Allocation **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase electronic devices/computers,,contract online supports to assist ELL and low income students in learning.	None Specified	\$25,000.00	Engaging Academic Programs	
Purchase books, instructional supports and materials to assist low income and other targeted students.	4000-4999: Books And Supplies	\$6,500.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
address health oriented activity like Red Ribbon week.	0000: Unrestricted	\$500.00	Healthy Environments for Social-Emotional Growth	

Other Total Expenditures: \$500.00

Other Allocation Balance: \$0.00

Green Oaks Fundamental Elementary School Total Expenditures: \$32,000.00