



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Green Oaks Fundamental	34 67447 6034581	May 26th, 2021	September 28, 2021

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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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

Involvement with developing the School Plan began in the winter of school year 2020-21. Site Leadership teams and parent input from empathy gathering helped to assess the current SPSA to determine if actions had been effective. Groups noted the success of how teachers demonstrated different methods to try to keep students engaged in distance learning. SSC met 4 times. SSC was interested in how to support students academic and social emotional needs. SLT met 8 times and voiced concern about they consistency needed for distance learning to be effective, social justice standards, and how to access all students evenly.

Empathy gathering:

Listening Sessions were held and groups reported the following:

Stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss. Parents have asked for more social/emotional support and academic support

Site Leadership Team met 8 times to discuss needs.

Site Leadership Team met regularly August-May to review and discuss ongoing academic needs and supports.

- How to best support students following a year of distance learning
- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction

Staff engaged during staff meetings in September and October to review and discuss:

School Site Council Zoomed in September and October to review/discuss:

- Site/district budget will allow us to increase learning support next year by increasing direct interactions with students with additional staff assistance.
- Resources needed to support Distance or Hybrid Learning
- How to engage students/increase attendance for synchronous and asynchronous learning

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.

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: 2020-21

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 annual School Climate Survey for 20-21 reflected the sentiment and trials of a year of distance learning due to COVID 19 (students began a partial return in April). We focused on certain survey areas, including high expectations/caring relationships, meaningful participation, school culture, and school safety.

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. We increased expenditures on technology to adapt to a distance learning model.

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 into a 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 2020-21

Expected Outcome 2021-22

School Climate Survey

High Expectations

94% parents
89% students
94% staff

Winter Survey Data:

High Expectations/Caring Relationships:
95% parents (1% increase), 94% students (5% increase) and 95% of staff (1% increase)

Meaningful Participation

83% parents
76% students
88% staff

Meaningful Participation:

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

School Culture

94% parents
92% students
90% staff

School Culture:

95% of parents (1% increase), 94% of students (2% increase) and 95% of staff (5% increase)

School Safety

92% parents
93% students
86% staff

School Safety:

93% of parents (1% increase), 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	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			2021-22

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: 2020-21

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 annual School Climate Survey for 20-21 reflected the sentiment and trials of a year of distance learning (students began a partial return in April). Distance Learning in 19-20 placed emphasis 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 annual School Climate Survey for 20-21 is in process and should reflect the sentiment and trials of a year of distance learning due to COVID 19 (students began a partial return in April). We focused on certain survey areas, including 4th/5th grade students feeling like they are a part of their community and feeling people are respectful to others at their school.

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 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 2020-21	Expected Outcome 2021-22
2020-2021 Student Winter Survey: Sense of Belonging, School Culture and Climate	Date below is based on Winter 19-20 Survey 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: .1% Based on 2020-2021 Data below Low SES: .1%	Decrease chronic absence rate by .1%
Attendance	All: 99.41% Low SES: 99%	Increase attendance rate by .1%
Suspension Rate	All: .0%	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
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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 2021-22
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 2021-22
2.3	Cover Social Justice 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 2021-22
2.5	Monitor and assess social/emotional student behavior. Determine if programs are needed to assist students. Allot funding	All Students English Learners Low-Income Students Foster Youth Other	staff, parents, administration, students	Other	100.00	School year 2021-22

for programs if needed.

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: 2020-21

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 2020-2021 were adjusted to compensate for distance learning up until April of this year due to the pandemic. IReady was largely used to assess and diagnose reading and math in K-5

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 and then to a hybrid model through the school year. Resources were allocated to support students and families through distance and hybrid 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 Math and 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 how to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Text Level Data K-2-Winter IReady-2020	All: 79% At Standard/20% approaching Low SES: 76% proficient	All: 84% proficient Low SES: 74.5% proficient
IReady Reading-Spring-2021	Percentage of students at/approaching standards 27.6% At grade level/ 48.1%approaching Low SES: 31.3%/53.1%	Percentage of students who meet/exceed standards All: 70% Low SES: 62%
IReady Math-Spring 2021	Percentage of students at/approaching standards 5.9% At Standard Level/ 68.1%approaching Low SES: 9.4%/ 59.4%	Percentage of students who meet/exceed standards All: 70% Low SES: 65%

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	X All Students X English Learners X Low-Income Students	Teachers and administrator			School year 2021-22

	and running records data. Make modifications to instructional program based on data.	Foster Youth Other				
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 2021-22
3.3	Aid and/or teachers to assist with small group intervention, virtually or in person, for students who are below grade level in reading and math, including before or afterschool.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, Lead Team and administrator	LCFF Supplemental Site Allocation	15000	School year 2021-22
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	14000	School year 2021-22

	and low income students in learning.					
3.5	Purchase books, instructional supports and materials to assist low income and other targeted students.	X All Students X English Learners X Low-Income Students Foster Youth Other	Secretary, Administrator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School year 2021-22
3.6	Use a portion of 18 hrs. PD to be trained on Apple TV/ Ipad. Other platforms to track student progress.	X All Students X English Learners X Low-Income Students Foster Youth Other	Secretary, Administrator	Other		School year 2021-22

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: 2020-21

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 annual School Climate Survey for 20-21 reflected the sentiment and trials of a year of distance learning (students began a partial return in April). Distance Learning in 19-20 placed emphasis 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 and then to a hybrid model through the school year. Resources were allocated to support students and families through distance and hybrid 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 2020-21	Expected Outcome 2021-22
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	Data is based on 2019-2020 Survey 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
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4.1	Assemblies encouraging character and a growth mindset	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin ,staff			School year 2021-22
4.2	Provide organizational skills to help with future planning, using planners and other tools.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other				School year 2021-22
4.3	Departmentalize grades 3-5 in certain subjects to assist in middle school preparation.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other				School year 2021-22

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	\$32,100.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$600.00

Subtotal of state or local funds included for this school: \$32,100.00

Total of federal, state, and/or local funds for this school: \$32,100.00

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	600.00

Expenditures by Budget Reference

Budget Reference	Amount
	100.00
0000: Unrestricted	500.00
4000-4999: Books And Supplies	2,500.00
None Specified	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	15,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,500.00
None Specified	LCFF Supplemental Site Allocation	14,000.00
	Other	100.00
0000: Unrestricted	Other	500.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 2
Goal 3

600.00
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 5/26/2021.

Attested:



Principal, Robert S. Reynolds on 5/26/2021



SSC Chairperson, Tim Brown on 5/26/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Green Oaks Fundamental Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Aid and/or teachers to assist with small group intervention, virtually or in person, for students who are below grade level in reading and math, including before or afterschool.		\$15,000.00	Engaging Academic Programs	
Purchase electronic devices/computers, contract online supports to assist ELL and low income students in learning.	None Specified	\$14,000.00	Engaging Academic Programs	
Purchase books, instructional supports and materials to assist low income and other targeted students.	4000-4999: Books And Supplies	\$2,500.00	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	
Monitor and assess social/emotional student behavior. Determine if programs are needed to assist students. Allot funding for programs if needed.		\$100.00	Healthy Environments for Social-Emotional Growth	

Green Oaks Fundamental Elementary School

Other Total Expenditures: \$600.00

Other Allocation Balance: \$0.00

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