

The Single Plan for Student Achievement

School: Green Oaks Fundamental Elementary School
CDS Code: 34-67447-6034581
District: San Juan Unified School District
Principal: Robert S. Reynolds
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Robert S. Reynolds
Position: Principal
Phone Number: (916) 986-2209
Address: 7145 Filbert Avenue
Orangevale CA, 95662
E-mail Address: Rob.reynolds@sanjuan.edu

The District Governing Board approved this revision of the SPSA on 11/19/13.

Table of Contents

School Mission	3
School Profile	3
Comprehensive Needs Assessment Components	3
Introduction	3
Data Analysis.....	4
Parental Involvement.....	4
Description of Barriers and Related School Goals	4
School and Student Performance Data.....	5
Academic Performance Index by Student Group	5
English-Language Arts Adequate Yearly Progress (AYP).....	6
Mathematics Adequate Yearly Progress (AYP)	7
CELDT (Initial Assessment) Results	8
CELDT (Annual Assessment) Results	8
CELDT (All Assessment) Results	9
Title III Accountability (School Data).....	10
Local Assessment Data.....	11
Planned Improvements in Student Performance	13
Planned Improvements: Goal/Tactic #1	13
Planned Improvements: Goal/Tactic #2	15
Planned Improvements: Goal/Tactic #3	18
Summary of Expenditures in this Plan	20
Total Allocations and Expenditures by Funding Source.....	20
Total Expenditures by Object Type and Funding Source	20
School Site Council Membership	21
Recommendations and Assurances	22
Green Oaks Fundamental Elementary School’s Parent Involvement Policy	23

School Mission

Green Oaks Fundamental Elementary School's Mission Statement

The mission of Green Oaks Fundamental Elementary, an open enrollment school of high expectations and shared responsibility between staff, students, and families, is to ensure all students reach beyond academic standards to achieve excellence, a love of learning, and integrity through quality instruction and collaboration in a highly structured, safe, nurturing environment.

In the 2013/2014 school year, we are continuing with implementation of our strategic site plan. We will also continue to use data to help guide our decisions in student learning. A review of school-wide, grade level, and longitudinal data from the 2013 STAR test showed the following trends and patterns:

- School wide API increased from 929 to 933 out of a possible 1000
- API for low SES students increased from 902-910
- School-wide ELA scores were 84% proficient/advanced
- School wide Math were 93% proficient/advanced
- Analysis of cluster scores at all grade levels showed a relative need to increase student focus on Reading Comprehension and Writing Strategies as needed for building 21st century skills.

School Profile

Green Oaks Fundamental Elementary is one of 42 elementary schools in the San Juan Unified School District. The 509 students attending Green Oaks are 88.% white, 4.0% Hispanic/Latino, 2.7% Asian/Asian American, and 6.0% other ethnicities. Fourteen of our students are English language Learners, with Spanish as the primary language, and 11% of students are socioeconomically disadvantaged. Additionally, 11% of students are identified as Gifted and Talented (GATE) while 13% are receiving special education services.

The curriculum provided is aligned to the California Content Standards and we are implementing Common Core Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Green Oaks programs reflect the interests and needs of its students and the surrounding community.

- Green Oaks GATE program includes a pull out program for GATE identified students, and differentiated instruction for all students within the classroom.
- Green Oaks's parents volunteer in classrooms and assist the school to an average of 200 hours per week.
- Intervention is provided as needed for students K-5 in the areas of reading through individual, small group instruction and teacher assistance.
- Performance opportunities are built into the classroom experience, as well as various school-wide opportunities such as classroom/grade level plays or musicals, band 4-6, and choir 4-6.
- Family activities include, but are not limited to: Back to School Night, Fall Social and Fall Performance, Book Fair, Talent Show, Art Night, Science Fair, Band/Choir concerts, and grade level themed events.

Comprehensive Needs Assessment Components

Introduction

Acknowledging the importance of using data and research to make decisions around school improvement, the Green Oaks Planning Team relied on a wide variety of school and district data during initial conversations. As action planning progressed, successful practices that were supported by research were discussed and incorporated into planning.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

The following data was reflected upon: School enrollment, by year, from 2011 to 2013, enrollment by ethnicity, ELL enrollment, a 3 year trend analysis of economic status, and the 2011-2013 API and AYP. The 2013 STAR results for ELA, Math, and Science were reviewed with particular attention to the scores of economically disadvantaged students, Black or African American students, students with disabilities, ELL students (CELDT scores), and the Spring 2012 Parent Survey results. Our students who are defined as "socioeconomically disadvantaged" (the State definition is that the child qualifies for free/reduced lunch and/or neither parent graduated from high school) scored lower than those students NOT socioeconomically disadvantaged.

The table below illustrates a 2011-2013 performance difference between non-socioeconomically disadvantaged students and socioeconomically disadvantaged students.

disadvantaged students/ non-disadvantaged

ELA	ELA
2011- 77%	2011-87%
2012-66%	2012-82%
2013-70%	2013-82%

Math	Math
2011-91%	2011-93%
2012-77%	2012-89%
2013-87%	2013-91%

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Green Oaks is a school of choice within San Juan Unified, and therefore parents choose this school in accordance with its family-centered goals. Parents volunteer regularly in classrooms, including providing small group work as directed by the teacher. Our PTA supports funding for classrooms to assist with acquisition of needed materials, and the site uses EIA money to assist with after school tutoring.

Green Oaks has very active parent involvement per its purpose and mission. Parents are included in decisions through our PTA, Site Council, and through regular communication with the principal. Green Oaks had a high parent involvement in establishing our School Site Plan.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

Description of Barriers and Related School Goals

In looking at Green Oaks's school's site plan and parent survey, the following strengths and weaknesses were noted:

Strengths - significant numbers of parent volunteers, visible principal & staff, high morale, a PTA that invests both time and money to support learning, technology in every classroom, enrichment programs (assemblies, after school classes, GATE pull-out), community outreach programs, safe school and beautiful grounds, school-wide activities that are not fund raisers, but community events to build positive relationships, Discovery Club on campus, a committed staff, and strong academic performance every year.

Weaknesses: Workload is not evenly distributed - same staff/parents do a lot of the work, teachers are not always able to meet every student's individual needs, not every classroom uses volunteers that are available to them, traffic, a difference in SES/non-SES scores in math and ELA, and a parent survey with a very small population response (21) that students are not setting goals for themselves.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	325	352	371	288	315	330	5	5	4	6	9	9
Growth API	950	929	935	952	929	938						
Base API	945	950	929	948	952	928						
Target	A	A	A	A	A	A						
Growth	5	-21	6	4	-23	10						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	18	13	17	7	13	10	43	47	55	16	24	37
Growth API	940	891	907		882		919	841	887	766	782	838
Base API	918	940	891			882	904	919	841		766	782
Target												
Growth												
Met Target												

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	281	292	303	249	261	275	--	--		--	--	
Percent At or Above Proficient	86.5	83.0	81.7	86.5	82.9	83.3	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	16	10	10	--	10		33	30	38	7	12	23
Percent At or Above Proficient	88.9	76.9	58.8	--	76.9	--	76.7	63.8	69.1	43.8	50.0	62.2
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	303	316	336	267	282	300	--	--		--	--	
Percent At or Above Proficient	93.2	89.8	90.6	92.7	89.5	90.9	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	17	11	14	--	10		40	35	47	14	20	31
Percent At or Above Proficient	94.4	84.6	82.4	--	76.9	--	93.0	74.5	85.5	87.5	83.3	83.8
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	25	2	50			1	25	4
6	***** *	***									*****
Total	1	20	1	20	2	40			1	20	5

Conclusions based on this data:

1.

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			***** *	***	***** *	***					*****
2			***** *	***							*****
3					***** *	***					*****
4	***** *	***			***** *	***	***** *	***			*****
5			***** *	***							*****
Total	1	10	3	30	5	50	1	10			10

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	25	2	50			1	25	4
1			***** *	***	***** *	***					*****
2			***** *	***							*****
3					***** *	***					*****
4	***** *	***			***** *	***	***** *	***			*****
5			***** *	***							*****
6	***** *	***									*****
Total	2	13	4	27	7	47	1	7	1	7	15

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	8	10	10
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	8	10	10
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	11	0	14	1	11	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Green Oaks Fundamental Elem.

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	92.4	100.0	91.9	90
	African Am				90
	Hispanic				90
	Low SES			89.5	90
	English Lnr				90
	Special Ed			71.4	90
Ovl	Growth API	950.0	929.0	933.0	800
	African Am				800
	Hispanic	940.0	891.0		800
	Low SES	919.0	841.0		800
	English Lnr		882.0		800
	Special Ed	766.0	782.0		800
2	Reading on grade level (gr 2-11)	86.7	82.7	81.8	90
	African Am				90
	Hispanic	89.5	76.9	58.8	90
	Low SES	77.3	66.1	69.8	90
	English Lnr				90
	Special Ed	84.6	73.0	85.7	90
2	Math at grade level (gr 2-7)	93.3	89.4	90.6	90
	African Am				90
	Hispanic	94.7	84.6	82.4	90
	Low SES	93.2	77.2	86.8	90
	English Lnr				90
	Special Ed	84.6	73.0	85.7	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.				70
3	Pct of students abs>10% (gr K-8)	1.9	2.5	1.9	3
	African Am				3
	Hispanic			6.9	3
	Low SES	5.3	6.0	9.1	3
	English Lnr		7.1		3
	Special Ed	6.3			3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	0.6	0.4	0.4	<2
	African Am				<2
	Hispanic	3.7			<2
	Low SES		1.3	1.3	<2
	English Lnr				<2
	Special Ed				<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



Low Parent Response - Low Student Response

Effective Instructional Strategies/21st Century Skills	PARENT		STUDENT (gr5-11)		STAFF	
	N	Pct	N	Pct	N	Pct
<i>Pct Strongly Agree/Agree</i>						
Improved ability to read and understand complex text	21	90.5%	1	100.0%	13	84.6%
Improved written communication skills	21	85.7%	1	100.0%	13	92.3%
Improved spoken/oral communication skills	21	85.7%	1	100.0%	13	92.3%
Improved ability to solve complex problems	21	76.2%	1	0.0%	13	84.6%
Improved ability to use technology to find information/solve problems	21	76.2%	1	0.0%	12	83.3%
Improved ability at working with other students on problems/projects	21	57.1%	1	100.0%	12	91.7%
Improved leadership skills	21	57.1%	1	0.0%	13	76.9%
Encouraged to share knowledge/ideas in a creative way	21	76.2%	1	0.0%	12	100.0%
Curiosity/imagination is fostered	21	81.0%	1	100.0%	12	100.0%
School promotes academic success of all students.	21	66.7%			14	92.9%
Personalized Learning						
<i>Pct Strongly Agree/Agree</i>						
Academic goals have been collaboratively set and monitored.	20	50.0%	1	100.0%	11	100.0%
Students have a learning plan/4-year plan.	18	38.9%	1	100.0%	9	33.3%
Students are challenged at school through high standards of academic performance.	21	85.7%	1	100.0%	14	100.0%
Character Education						
<i>Pct Most/All of the Time (character)</i>						
Students model RESPECT at this school.	21	90.5%	1	100.0%	14	85.7%
Students model RESPONSIBILITY at this school.	21	90.5%	1	100.0%	14	92.9%
Students model HONESTY at this school.	21	95.2%	1	100.0%	14	85.7%
Students model CARING at this school.	21	90.5%	1	100.0%	14	85.7%
Students model COOPERATION at this school.	21	85.7%	1	100.0%	14	92.9%
Students model COURAGE at this school.	21	61.9%	1	0.0%	14	85.7%
The school fosters an appreciation of student diversity and respect for each other.			1	100.0%	14	100.0%
Parent/Family Involvement						
<i>Pct Strongly Agree/Agree</i>						
Parents are well-informed about their child's progress in school.	21	76.2%				
Teachers provide information about a child's performance to parents who speak a language other than English.	3	66.7%			9	33.3%
Teachers promptly contact parents when he/she is concerned about their child's progress.	21	76.2%			11	100.0%
Teachers are responsive to parents when they call or want to meet.	21	90.5%			12	100.0%
Teachers send home work or ideas that help parents support their students at home.	21	71.4%			12	100.0%
Adults/staff in the office are helpful when parents/students come in or call.	21	85.7%	1	0.0%		
Translated materials (or a translator) for my language are available when parents come to school.	3	33.3%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	21	85.7%				
The school keeps parents well-informed about school activities.	21	90.5%				
I speak a language other than English and I receive general information from my student's school in my language.	3	66.7%				
This school offers parents opportunities to be involved in school and classroom activities.	21	95.2%			14	100.0%
Parents are invited to meetings where the school's academic performance is discussed.	21	71.4%				
This school actively seeks the input of parents before making important decisions.	21	52.4%				

Conclusions based on this data:

1. Green Oaks has a 84% proficiency in ELA and a 93% proficiency in Math in 2013 and has maintained a high proficiency rate for seven or more years.
2. SES students have a 5-18 percent proficiency gap compared to non SES students over the past three years. In some instances ,there were not enough SES students in a grade level to quantify a statistical mean. Common Core standards are being implemented this year.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Expand and implement effective instructional strategies
District Strategy:
Strategy 5: We will integrate relevant technology into teaching learning and system operations to best achieve our mission and objectives.
Tactic #1:
We will expand and implement effective instructional strategies to increase academic achievement for all learners.
Data Used to Form this Tactic:
MAP data, formative and summative assessments, inventory of existing technology support systems, Site strategic planning committee, PTA and Site Council, site survey. Over 50% of staff members do not have a comfortable level of knowledge to better use technology tools, including Google chat rooms and other communication aids.
Findings from the Analysis of this Data:
Review of Survey data and discussions in PTA, Site Council and parent meetings suggest that steps need to be taken to better prepare students for Common Core. A committee will need to be established to review research based technology tools, better identify current technology tools which supplement instruction, how surveys can assist with specific training needs and technology to purchase.
Related Objective and how it will be Measured:

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Integrate technology tools to supplement core instruction to increase personalized learning and student achievement.	2013 school year	ICT, administrator, lead team	Staff and parents, Leadership Team and administration have input into technology needs. Committee identifies current technology tools the site has which supplements instruction. Survey staff to identify current use, training needs, and additional student centered technology needs that supplement instruction.			
			school site purchases identified by technology support tools. Identify funding for needed purchases	7000-7439: Other Outgo	Other	40000
			Provide training to staff based on identified needs for existing and new technology hardware and software tools. implement research based, student centered technology tools school wide to supplement Common Core instruction Review and revisit technology programs annually	7000-7439: Other Outgo	Other	10000

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Expand and implement effective instructional strategies
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #2:
We will expand and implement effective instructional strategies to increase the academic achievement of all learners.
Data Used to Form this Tactic:
Formative and summative tests, teacher made assessments, interim assessments, CST data, student work , MAP, and teacher observation will be used to measure gains. Monitoring of homework practices, consistencies and common agreements of homework policies.
Findings from the Analysis of this Data:
While our overall school performance is very good on state assessments, Common Core will require moving into more critical thinking and problem solving. Additionally, we know that different instructional strategies are needed to address the gaps in performance among socioeconomically disadvantaged students and students with disabilities. It is this gap which appears in both our AYP and API that we are targeting in this goal.
Related Objective and how it will be Measured:
All students will increase academic performance on an individual level by engaging in multi-faceted learning experiences that promote self- reliance and critical thinking skills. - School will monitor annual data which includes STAR and CELDT results, as well as data on text level and growth using MAP RIT scores for reading and math throughout the year

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Increase use of Critical Literacy, interactive reading, critical thinking and writing strategies to improve each student's literacy development within Common Core State Standards.	2013-2015	staff, lead team, and administrator	Staff conducts an Inventory to determine existing materials needed to support Common Core requirements, interactive reading lessons, critical thinking and writing strategies.	None Specified	Other	20000
			Staff and administrator to receive professional development for critical literacy and other needed instructional methods and strategies. Administrator to determine how training occurs.			
			Use a portion of 18 hrs. PD to assist in creating balanced literacy and Common Core aligned lessons.	7000-7439: Other Outgo	Other	5000
Ensure classroom libraries are leveled so students have access to books which assist each individualized learner. Purchase technology tools to assist in assessment and monitoring of student growth.						

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Implement Common Core State Standards incrementally to improve instructional strategies and increase achievement.</p> <p>Monitor student achievement using NWEA MAP. Make modifications to instructional program based on data.</p>			

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Character Education
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Tactic #3:
We will identify, model and integrate positive character traits, integrity and high behavior expectations to ensure a safe, nurturing environment
Data Used to Form this Tactic:
School suspension three year trend data from 2010-11 to 2012-15 from 0.6% to 0.4% Data on absences presented in the local assessment section provides a trend analysis of the percentage of students who were absent more than 10% of the days enroll. In 2010-11 was 1.9% there was a slight increase in 2011-12 at 2.5% and a drop again in 2012-13 to 1.9%.
Findings from the Analysis of this Data:
Although the data presented demonstrates low levels of suspension and high attendance rates, both of which indicate a connected school community, the strategic planning team and action teams felt it was important to continue to build on this strength and focus work on creating a student led conflict resolution program to support character education and leadership development. Additionally, the team felt that it was important to formalize the commitment of staff, students, and parents to the Green Oaks community, and define the schools behavioral expectations.
Related Objective and how it will be Measured:
By 2015, the Green Oaks Community will ensure all students develop and consistently demonstrate integrity and safe behavior

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Establish and implement a Conflict Resolution Program that empowers all students to solve problems.	2013-2015	lead team, and office staff	Find a conflict resolution program that is applicable to Green Oaks' students, such as the program described by C.R.E (Conflict Resolution Education), or other. Provide training for staff. Provide training for yard duties and recurrent volunteers. Provide school wide training for all students in selected program for students. Student Council students will participate as leaders to assist in training other students. Provide a published description of our program that would be available to all on our Green Oaks' website. Implement program schoolwide. Reevaluate and revise program after 1 year from initiation of program.	7000-7439: Other Outgo	Other	8000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	9,869	9,869.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Other	83,000.00

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Other	7000-7439: Other Outgo	63,000.00
Other	None Specified	20,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
TIM BROWN (President)	[]	[]	[]	[X]	[]
DAYNA RUSSELL	[]	[]	[]	[X]	[]
CHRISSY TEATER	[]	[]	[]	[X]	[]
IZZY RABE	[]	[X]	[]	[]	[]
KATRINA JOHNSON	[]	[]	[X]	[]	[]
STEVE WRIGHT	[]	[X]	[]	[]	[]
NANCY WILKERSON	[]	[]	[]	[X]	[]
NENA WILSON	[]	[]	[X]	[]	[]
Robert S. Reynolds (Principal)	[X]	[]	[]	[]	[]
SHERYL KINGSLEY	[]	[X]	[]	[]	[]
SUZI FREIRE	[]	[]	[]	[X]	[]
Numbers of members of each category:					

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

 State Compensatory Education Advisory Committee
 English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Robert S. Reynolds

Typed Name of School Principal

Signature of School Principal

Date

Tim Brown

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Green Oaks Fundamental Elementary School's Parent Involvement Policy

Green Oaks Elementary School PARENT INVOLVEMENT POLICY

Green Oaks Elementary School agrees to implement the following statutory requirements:

The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

The school will make the School Parental Involvement Policy available to the local community.

The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Green Oaks Fundamental Elementary school will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single Plan for Student Achievement under section 1112 of the ESEA:

School Parent Involvement Policy Process:

All parents and community members are invited to attend PTA, and Site Council Meetings at any time with particular attention paid to those meetings involved in developing school goals, budgets, and expenditures.

Single Plan for Student Achievement (SPSA) Process:

- Base goals on school data and the school's results, as well as the Strategic Plan for SJUSD
- Set goals
- Decide upon monitoring process
- Distribute completed plan

2. Green Oaks Elementary School will take the following actions to distribute its Parent Involvement Policy.

Post Parent Involvement Policy on the Green Oaks website: www.sanjuan.edu/greenoaks

Provide copies of the Parent Involvement Policy to parents upon request

3. Green Oaks Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The school will share an analysis of the results of STAR data and elicit parent feedback regarding the school's analysis. Together staff and parents will discuss adjustments to the school academic program which are deemed necessary in response to the data analysis. Our School Site Council will analyze our school academic performance data each year. This data will serve as the basis for our Single School Plan for Student Achievement (SPSA)

4. Green Oaks Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- Parent Conferences
- Trimester Progress Reports
- Trimester Report Cards

5. Green Oaks Elementary School will coordinate and integrate parental involvement strategies with feeder pattern programs to address transitional needs by:

Coordination will occur between preschool programs and elementary schools in the following manner:

Principals/teachers will receive information regarding Early Childhood Education programs;

- Parent assistants will be invited to join school parent committees
- Green Oaks Elementary School may take the following actions to conduct, with the involvement of parents, an evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its school. The evaluation would include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, homeless, or are of any racial or ethnic minority background).

A parent survey may be conducted to review school effectiveness as perceived by the parent community. When the results of the survey are received from the district the school may hold an annual parent meeting. Parents will be invited to review the survey results and to offer suggestions which address areas of concern. The school will use the findings of the survey and the parent analysis to design future strategies for more parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Green Oaks Elementary School has strong staff and parent capacity for parental involvement in ensuring effective involvement of parents to support a partnership among the school, parents, and the community to improve student academic achievement.

This occurs through the following activities specifically described below:

The school will hold an annual school data meeting during a SSC meeting which is always open to the public. Attention will be given to presenting information in a manner which makes the information understandable and accessible. Translators will be available for the meetings. Topics will include analysis of school API and AYP results and sub-group data. The meeting format will include input from the principal regarding the data and school interventions currently in place to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school.

All parents will receive a letter mailed to their home informing them of their child's assessment results on the annual STAR state achievement tests.

Multiple media sources such as Connect Ed, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school's web site.

Parents will receive their student's assessment results and be invited to speak with school personnel regarding the state STAR results.

- The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent guidance regarding how to support key grade level standards at home will be offered to parents as needed

Information about how to help students at home with homework and other curriculum-related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as, at parent-teacher conferences.

- Green Oaks Elementary School will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Connect ED will be used at all sites to inform parents of important school information. Messages will be translated when possible.

Schools will provide a newsletter to parents via the school's website and paper copies will be provided upon request.

Maintain an updated website with district, school-wide and grade level information

- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- The following documents are translated (Russian, Ukrainian, Spanish, and Romanian) for parents:
- California High School Exit Exam results
- California English Development Test
- Standardized Testing and Reporting (STAR) Results
- No Child Left Behind Teacher Qualifications letter
- English Language Learner Program Enrollment
- Uniform Complaint Procedures
- Enrollment Options Letter
- Home Language Survey

- District Parent Rights and Responsibilities
- Parent/Student Handbook
- Progress Report
- Report Card
- Unexcused Absence Form
- Truancy Notice
- Suspension Notice

Additionally, the AT&T translation phone service is available to all school sites. Translators will be made available for school site needs, whenever possible.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by the minutes of the SSC.

This policy was adopted by Green Oaks Fundamental Elementary School on 9/26/2013 and will be in effect for the period of 9/26/2013 to 06/30/2014 and the school will distribute this policy to all parents of enrolled children at the beginning of each school year.

(Signature of Authorized Official) /S/ Robert S. Reynolds, Principal