



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 12th, 2022	June 28th, 2022

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 late fall of school year 2021-22. Our site Leadership team and parent input from empathy gathering helped to assess the current SPSA. It was noted the success of how teachers demonstrated resiliency when adapting to COVID conditions that interrupted learning on a regular basis.

SSC met several times. SSC was interested in how to support students academic and social emotional needs

SLT met 8 times and expressed their thinking around absences, the need for accelerated learning, and addressing social emotional needs of students.

Empathy gathering:

Discussions were held the following was reported:
 Stakeholder involvement (PTA, Site Council) was done virtually and in person. Parents want to be

on campus, have asked for social/emotional support, are concerned about absences and learning loss, and social emotional needs.

Site Leadership Team and staff met 8 times to discuss needs.

- How to best support students following a year of distance learning
- professional learning opportunities as it applies to accelerated learning, accurate and cohesive running record monitoring, effective small groups, and integrating classroom aides.

Staff engaged during staff meetings in April to review and discuss:

- Site/district budget will continue to allow us to increase learning support next year by increasing direct interactions with students with additional staff assistance.
- Resources needed to support students.
- How to engage students/increase and manage attendance issues.

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, the focus of this plan is to address resource inequities related to closing academic achievement gaps by looking ways in which learning can accelerate, restoring high attendance, and address student social emotional needs.

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 that is research based and includes effective small group engagement. Additional resources and strategies that address students' academic and socioemotional needs such as character or other behavior program aimed at increased attendance and improved mental health. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention:

Student need for paced learning 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 that each student's situation can be addressed appropriately. Intervention will continue to 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.

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: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The annual School Climate Survey for 21-22 reflected the sentiment and trials of the conditions that the COVID pandemic produced. We focused on certain survey areas, including high expectations/caring relationships, meaningful participation, school culture, and school safety.

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

What worked: Students were able to feel reconnected by connecting together again. Any percent over 80 within the survey questions is considered excellent and we exceeded 80 percent in all areas. What needs attention is families feeling they can return to campus again. The prolonged mask mandates and zero volunteer policy has resulted in a disassociation with the school in general.

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

Modifications based on the data include assessing the need for social emotional materials to assist with students impulsive behaviors. The need to train and inform new IA1's to best help students to shrink their gaps in learning. The need for accountability with excessive absences.

2021-22

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 2021-22	Expected Outcome 2022-23
School Climate Survey	<p>High Expectations-Overall 95.9% parents 90.4% students 100% staff</p> <p>Participation/Motivation-Overall 87.4% parents 84.5% students 95% staff</p> <p>School Culture-Overall 94.8% parents 86.6% students 85% staff</p> <p>School Safety-Overall 94.4% parents 87.7% students 95% staff</p>	<p>Winter Survey Data: High Expectations/Caring Relationships: 96.9% parents (1% increase), 91% students (5% increase) and 100% of staff (maintain)</p> <p>Participation/Motivation: 88% of parents (.5% increase), 87% of students (3% increase) and 96% of staff (1% increase)</p> <p>School Culture: 95.8% of parents (1% increase), 88% of students (3% increase) and 88% of staff (3% increase)</p> <p>School Safety: 95.4% of parents (1% increase), 90.7% of students (3% increase) and 96% of staff (1% increase)</p>

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 learning activities and incentives for students	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Staff, parents, students and principal	Other		2022- 2023

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: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The annual School Climate Survey for 21-22 reflected the sentiment and trials of the conditions that the COVID pandemic produced. We focused on certain survey areas, including a sense of belonging, and in addition, looked at chronic absence, attendance and suspension rates. We monitored the data monthly.

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

What worked was our students increased their feeling a sense that they are a part of their community by 10 percent over the prior year. This is in large part based on the return to school in person and making connections. The data clearly shows that chronic absence rates and general low attendance were very high as compared to usual rates of 98 percent attendance (prior to the pandemic). This is a result of COVID and the length of time a student would need to stay home if sick. Another factor was a result of some students not feeling engaged in learning due to habits established the prior year during distance learning.

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

Modifications include the reinstatement of practices that allows for accountability with attendance and chronic absence. A focus on study skills and engagement with learning, increasing time on task and ability to focus. There are also school wide incentives for attendance and learning such as the school's Reading Rocks program.

2021-22

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 2021-22	Expected Outcome 2022-23
2021-2022 Student Winter Survey: Sense of Belonging, School Culture and Climate	Date below is based on Winter 21-22 Survey 79.7% of 4th/5th grade students feel like they are part of their school community 75.3% 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: 16% Based on 2020-2021 Data below Low SES: 23.5%	Decrease chronic absence rate by 4%
Attendance	All: 94.3% Low SES: 93.2%	Increase attendance rate by 2%
Suspension Rate	All: .32%	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. Provide one if needed.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teacher, students, administration.			School year 2022-2023
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		School year 2022-2023
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 2022-2023
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 2022-2023
2.5	Monitor and assess social/emotional student behavior. Determine if programs are needed to assist students.	All Students English Learners Low-Income Students Foster Youth Other	staff, parents, administration, students	Other		School year 2022-2023

Allot funding
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: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The use of IReady was largely used to assess and diagnose reading and math in K-5. Subsequent supports included Scholastic Running Records and class assessments. The materials were assessed regularly throughout the year, including by trimester.

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

What worked was by using small group engagement, IA1's, our Intervention Specialist, and volunteers when able, IReady data showed between 20 and 30 point growth between fall and winter assessments. What needs additional attention is to establish clear expectations to link attendance to learning with our community. Increased attendance will help improve all academic subgroups.

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

We have added additional support materials and have an Intervention Specialist to assist all students and teachers to lower learning gaps in students. We plan on continuing with our IA1's and as they become more skilled in training, students will increase their learning.

2021-22

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 2021-22	Expected Outcome 2022-23
Text Level Data K-2-Winter IReady-2022	All: 63.8% At Standard/34% below Low SES: 53% At standard	All: 70% proficient Low SES: 63% proficient
IReady Reading Grades 3-5 Winter-2022	Percentage of students at/approaching standards 63.5% At grade level/ 25.7% approaching Low SES: 47.1%/35.3%	Percentage of students who meet/exceed standards All: 70% Low SES: 57%
IReady Math-Winter Grades 3-5 2022	Percentage of students at/approaching standards 59.9% At Standard Level/ 34.7%approaching Low SES: 41.2%/ 47.1%	Percentage of students who meet/exceed standards All: 70% Low SES: 50%

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 2022-2023

	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 2022-2023
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 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	11,979 4,890	School year 2022-2023
3.4	Purchase electronic devices/comput	X All Students X English Learners X Low-Income Students	teachers and administration	LCFF Supplemen	12131.00	School year 2022-2023

	ers, contract online supports to assist ELL and low income students in learning.	Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
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 2022-2023
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 2022-2023

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: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

The annual School Climate Survey for 21-22 reflected the sentiment and trials of the conditions that the COVID pandemic produced. We focused on certain survey areas, including the number of enrichment opportunities offered before, during or after school. The Survey- Meaningful Participation overall rating based on these questions:

- *A. Students are prepared for the next step of their educational experience
- * B. Quality classes/activities offered that meet each student's interests and talents
- *C. Students are motivated/engaged in what they are learning. Percent strongly agree/agree

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

The data was within 3% percent of the prior year. The data reflects that mid-year, students felt similar to last year, including engagement in what they are learning. A student's social emotional condition contributes to how they engage in learning.

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

We can allow for enriched assemblies aimed at character and a bright future, that have not been allowed this year.

2021-22

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 2021-22	Expected Outcome 2022-23
Number of enrichment opportunities offered before, during or after school. Per Winter 2021-22 School Survey-Meaningful Participation overall rating based on these questions: *A. Students are prepared for the next step of their educational experience * B. Quality classes/activities offered that meet each student's interests and talents *C. Students are motivated/engaged in what they are learning. Percent strongly agree/agree	Data is based on 2021-2022 Survey, questions A, B and C/Metric Indicator: A. Parents-81.8% Students-80.8% Staff-75% B. 84.8% 72.6% 80.% C.84.8% 75.7% 95%	Parents-A.83% Students-82% Staff- 78% B.86% 74% 82% C.87% 77% 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	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students	Admin ,staff	Other		School year 2022-2023

	a growth mindset	Foster Youth Other				
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				School year 2022-2023
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				School year 2022-2023

Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>1. Summer Programs</p> <p>2. Intervention</p> <p>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</p> <p>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</p>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,500.00

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

Subtotal of state or local funds included for this school: \$31,500.00

Total of federal, state, and/or local funds for this school: \$31,500.00

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	31500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	11,979.00
3000-3999: Employee Benefits	4,890.00
4000-4999: Books And Supplies	14,631.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,979.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,890.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,631.00

Expenditures by Goal

Goal Number	Total Expenditures
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
Bill Krepich	Parent or Community Member
Jenna Heald	Parent or Community Member
Stephanie Tice	Classroom Teacher
Anne McBride	Parent or Community Member
MONICA SJOLIN/Nena Wilson	Other School Staff
Arianna Yant	Classroom Teacher
Kristie Franco	Parent or Community Member
Amy Givens	Classroom Teacher
Robert S. Reynolds (Principal)	Principal
Amber Sweeney	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Lead Team Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12th, 2022.

Attested:



Principal, Robert S. Reynolds on 5/12/2022



SSC Chairperson, Anne McBride on 5/12/2022

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.	2000-2999: Classified Personnel Salaries	\$11,979.00	Engaging Academic Programs	
Purchase electronic devices/computers, contract online supports to assist ELL and low income students in learning.	4000-4999: Books And Supplies	\$12,131.00	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	
	3000-3999: Employee Benefits	\$4,890.00	Engaging Academic Programs	
LCFF Supplemental Site Allocation Total Expenditures:		\$31,500.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		
Green Oaks Fundamental Elementary School Total Expenditures:		\$31,500.00		