



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grand Oaks Elementary	34-67447-6034573	May 20th, 2024	July 30, 2024

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

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

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Throughout the school year ELAC and Site Council met to review goal, actions and budgets relating to student data points. These meetings were in September, October, November 2023, February and May 2024. Each time we met we gathered input and feedback. In Spring of 2024 the SPSA was reviewed by both ELAC and School Site Council on May 20, 2024

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.15%	1.29%	1.19%	3	4	4
African American	4.62%	3.56%	2.38%	12	11	8
Asian	2.31%	2.27%	4.17%	6	7	14
Filipino	%	0.65%	%		2	
Hispanic/Latino	44.62%	40.78%	39.88%	116	126	134
Pacific Islander	0.38%	0.65%	0.60%	1	2	2
White	39.62%	44.34%	46.43%	103	137	156
Multiple/No Response	7.31%	6.47%	5.36%	19	20	18
	Total Enrollment			260	309	336

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	35	69	57
Grade 1	56	44	54
Grade 2	46	55	55
Grade 3	40	49	60
Grade 4	44	42	49
Grade 5	39	50	40
Total Enrollment	260	309	336

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	55	61	74	19.70%	21.2%	22.0%
Fluent English Proficient (FEP)	14	13	8	4.60%	5.4%	2.4%
Reclassified Fluent English Proficient (RFEP)				3.6%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
309	75.7	19.7	0.6
Total Number of Students enrolled in Grand Oaks Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	19.7
Foster Youth	2	0.6
Homeless	16	5.2
Socioeconomically Disadvantaged	234	75.7
Students with Disabilities	66	21.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.6
American Indian	4	1.3
Asian	7	2.3
Filipino	2	0.6
Hispanic	126	40.8
Two or More Races	20	6.5
Pacific Islander	2	0.6
White	137	44.3

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

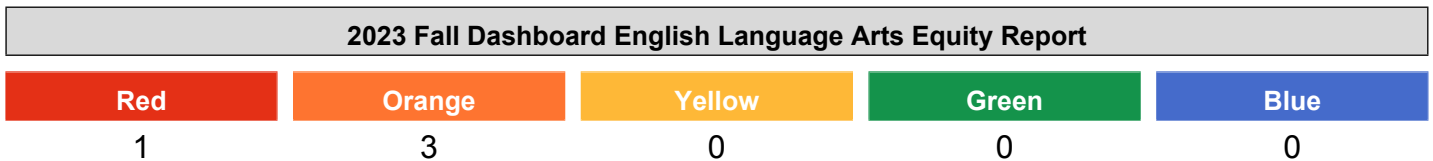
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 57.2 points below standard Decreased -6.7 points 132 Students	English Learners 82.6 points below standard Decreased Significantly -26.6 points 38 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 58.2 points below standard Maintained +0.9 points 106 Students	Students with Disabilities Red 115.7 points below standard Decreased -10.1 points 42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.4 points below standard Maintained +0.5 points 58 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 Orange 45.5 points below standard Decreased -7.2 points 60 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.6 points below standard Decreased Significantly -27.1 points 33 Students	Less than 11 Students 5 Students	51.3 points below standard Maintained -0.8 points 91 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 57.2 points below standard in ELA which was a decrease from previous year. Students with disabilities scored 115.7 below standard which was a decrease from previous year. English Learners scored 82.6 points below standard which was a significant decrease from the previous year.

Some of the things Grand Oaks implemented were small fluid groups, attendance intervention, intervention teacher TK-2, Intervention teacher 3-5, and resource support.

We see there is still a need to provide an Intervention teacher K-2, Intervention teacher 3-5, ELD teacher, sharing students to focus on skill and strategy needed in reading, ELD curriculum, benchmark phonics, guided reading, I-ready reading, release time for planning.

School and Student Performance Data

Academic Performance Mathematics

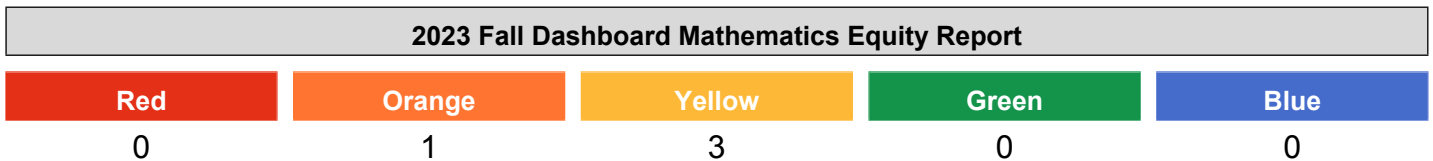
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>70.9 points below standard</p> <p>Increased +7.2 points</p> <p>132 Students</p>	<p>English Learners</p> <p>86.7 points below standard</p> <p>Decreased -7.2 points</p> <p>38 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>70.3 points below standard</p> <p>Increased +14.3 points</p> <p>106 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>134 points below standard</p> <p>Increased +8.9 points</p> <p>42 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 77.8 points below standard Increased +13.6 points 58 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 Yellow 56.9 points below standard Increased +4.4 points 60 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95 points below standard Decreased -4.8 points 33 Students	Less than 11 Students 5 Students	67.6 points below standard Increased +12 points 91 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 70.9 points below standard which was increase by 7.2 points from the previous school year. With English Learners it is noted that they are scoring 15 points lower than all students and 86.7 points below standard which was a decrease from the previous school year. Hispanic students were also in the yellow band and increased 13.6 points. This subgroup of students scored 70.3 points below the standard. Students with disabilities increased 8.9 points and they stayed in the orange band and scored 134 points below standard.

Students have difficulty reading math work, procedurally students understand concepts, students are receiving small group tier 1 instruction, there is a small after school tutoring group,, Tier 2 through IEP goals and intervention, buiding vocabulary, visuals and manipulatives,

We feel there is still a need for small groups, focused IEPs on math goal, building vocabulary, visuals and manipulatives for teaching, focused assessment to reteach, and i-Ready.

School and Student Performance Data

Academic Performance English Learner Progress

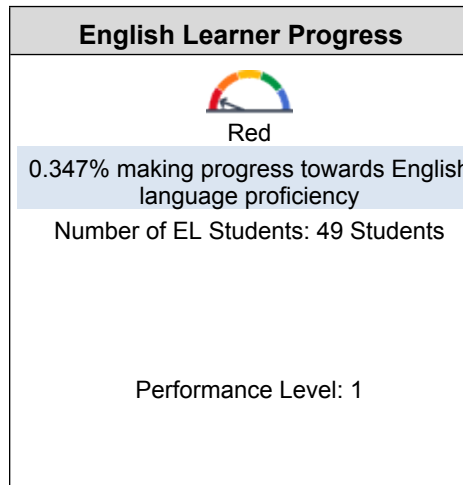
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	30	0	17

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

17 of the 49 students increased on their ELPI level, 30 if the 49 students maintained ELPI level and 2 decreased 1 ELPI levels

We noticed English Learners students were missing school days, reading and writing are a struggle for students on ELPAC and in the classroom and lacking academic vocabulary instruction.

We feel there is still a need for ELD small groups, fluid groupings, and professional learning for all staff around explicit language instruction and academic discourse

School and Student Performance Data

Academic Performance College/Career Report

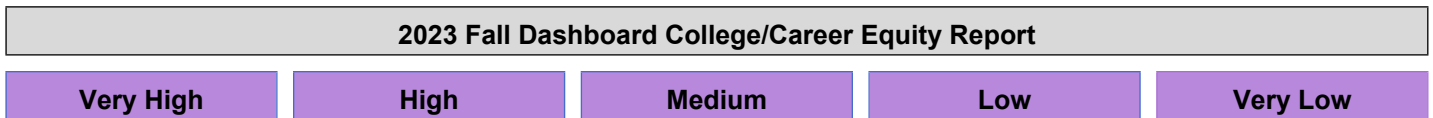
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

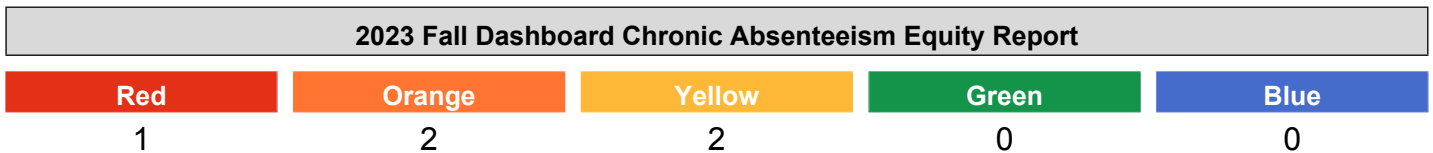
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>33.5% Chronically Absent</p> <p>Declined Significantly -7.4</p> <p>343 Students</p>	<p>English Learners</p> <p>Red</p> <p>31.2% Chronically Absent</p> <p>Increased 1.7</p> <p>77 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Homeless</p> <p>50% Chronically Absent</p> <p>Declined -19.7</p> <p>24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>35.8% Chronically Absent</p> <p>Declined Significantly -9.5</p> <p>271 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>34.1% Chronically Absent</p> <p>Declined -5.4</p> <p>88 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
57.1% Chronically Absent Declined -17.9 14 Students	Less than 11 Students 4 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36% Chronically Absent Declined -5.3 139 Students	40% Chronically Absent Declined -3.5 20 Students	Less than 11 Students 2 Students	 Yellow 28.9% Chronically Absent Declined Significantly -10.7 152 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

33.5% of all students were chronically absent which was a significant decrease from the previous school year. 31.2% of our English learners were chronically absent which was an increase from the previous school year. 34.1% of our students with disabilities were chronically absent which was a decrease from the previous school and 36% of our Hispanic students were chronically absent which was a decrease from the previous school year.

Some of the things we implemented were attendance incentives and the creation of the wellness team for connectedness.

We see a need to continue monthly attendance meetings, unified insights for tracking interventions for attendance, SCIS -home visits, daily/weekly connections to students (CICO) and families, printing weekly attendance reports to have teachers follow up with families. In addition, we will continue to increase the hours of our attendance clerk to track and monitor our lowest performing student groups.

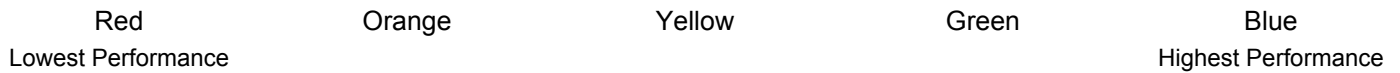
School and Student Performance Data

Academic Engagement Graduation Rate

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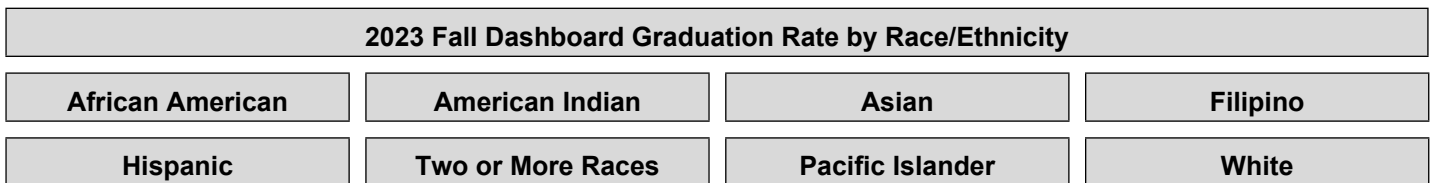
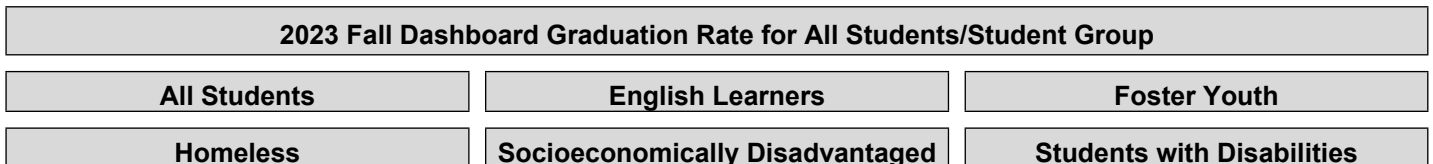
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

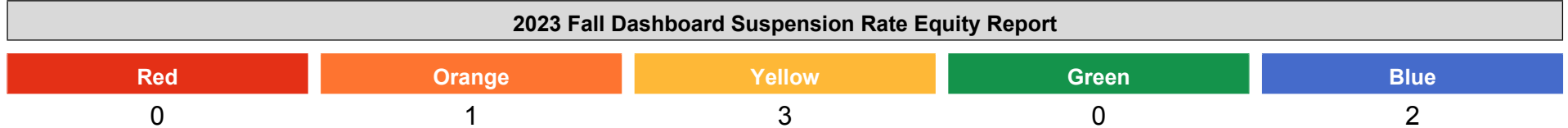
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Green

1.4% suspended at least one day

Declined -0.6
360 Students

English Learners


 Blue


0% suspended at least one day

Maintained 0
77 Students

Foster Youth

Less than 11 Students
6 Students


Homeless


 Blue

0% suspended at least one day

Maintained 0
30 Students


Socioeconomically Disadvantaged


 Yellow

1.7% suspended at least one day

Maintained 0
287 Students



Students with Disabilities


 Orange

4.4% suspended at least one day

Increased 1.8
91 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 17 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained -0.1 145 Students</p>	<p>0% suspended at least one day</p> <p>Declined -8.3 20 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0.2 160 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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1.4% of all students were suspended at least one day which was a decrease from the previous school year. Students with disabilities was our lowest performing student group where 4.4% were suspended at least one day.

Although we noticed that more students are more physical, we acknowledge there needs to be an increase of Social emotional learning in tier 1. We began designated interventions with counselors to conduct strategically targeted groups, academic difficulty, and developed a wellness team.

We are looking to expand our Social emotional learning program in Tier 1 classrooms, strategic interventions with Social emotional learning - small groups, scaffolding instruction to support learners, and increase coaching/support in less structured environments.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

I-Ready - 3 x's a year, , student work - daily ongoing monitoring, assessments - end of units, writing - ongoing student work samples, Benchmark story tests- end of units, skills check,- daily/weekly based on student need, whiteboard feedback during lessons, ELPI, CAASPP 2023, text levels -3 x;s a year

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

What worked: benchmark -GLAD strategies Benchmark spiral review, anchor charts, skills focus based on assessment, Sonday, UFLI, small groups, vocabulary focus, Scholastic Guided Reading --Didn't work - benchmark moves too quickly for strategy mastery, students grow but are not at standard; EL students need new curriculum supports.

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

fluid small groups for instruction, reteach, teachers planning lessons together

2023-24

Identified Need

Tier 1 small groups in all classrooms - sharing of kids and looking at common assessments; GLAD strategies and vocabulary development where students are using academic talk structures

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	
	Hispanic	
	Two or More Races	
Pacific Islander		
White		
Math State Assessment: Change in scale score	All Students	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	English Learners 86.7 points below standard Foster Youth Homeless Socioeconomically Disadvantaged 70.3 points below standard Students with Disabilities 134 points below standard African American American Indian Asian Filipino Hispanic 77.8 points below standard Two or More Races Pacific Islander White 56.9 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.347%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	3.85%	+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
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1.1	Intervention Teacher K-2 to provide tier 2/tier 3 supports for students who are struggling and behind in literacy -reading, writing, oral language, academic vocabulary, strategies/skills to support learners. This is an added on support for students beyond Tier 1 in the classroom. (UFLI) PC 30285	All Students English Learners Low-Income Students Foster Youth X Lowest Performing students with disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	121000 52641	2024-2025 school year
1.2	Purchase materials and supplies for supplemental instructional materials	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	14799	2024-2025 school year
1.3	After school tutoring to support literacy, math, or language development needs	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing students w/ disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2164.00	2024-2025 school year

1.4	Provide release days to look at common assessments, grade level data, student work to inform instruction, cross-grade level conversation	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	9000.	2024-2025 school year
1.5	Provide professional development in content areas to classroom teachers and support staff to implement research based strategies in Tier 1 classroom	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing students w/ disabilities			2024-2025 school year
1.6	purchase EL Acheive instructional materials to support Emerging Bilinguals	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies	19759.30	2024-2025 school year
1.7	meet technology and equipment to enhance the core	X All Students English Learners Low-Income Students	LCFF Supplemental	9198. 7799	2024-2025 school year

	instructional program.	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies		
1.8	SCIS I to support students both academically and behaviorally. Support families by checking n on attendance and providing resources. PC 38858	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	48278 21194	2024-2025 school year
1.9	Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-	All Students English Learners Low-Income Students Foster Youth X Lowest Performing studentst with disabilities	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	

	world experiences.				
1.10	Provide professional development and materials for math instruction	All Students English Learners Low-Income Students Foster Youth X Lowest Performing students with disabilities	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

monthly attendance reports, attendance contracts, attendance incentive dayr randomly chosen

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

Worked - attendance team meeting once a month to set up attendance contract meetings, system was development for students tardy and students checked out early - didn't work - developed early dismissal process - this didn't decrease early dismissals

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

SCIS calling home and conducting home visits when kids are absent to help eliminate barriers wellness team started to enter services into Unified Insights - all data in one place, monthly reports to teachers and reports to put into the data

2023-24

Identified Need

Meeting twice a month to monitor absences and tardies, start outreach and eliminate barriers sooner, connect directly with data everytime wellness team meets, communicate regularly with parents for tardies and early dismissals as well as absences

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	33.5% Chronically Absent
	English Learners	31.2% Chronically Absent
	Foster Youth	
	Homeless	50% Chronically Absent
	Socioeconomically Disadvantaged	35.8% Chronically Absent
	Students with Disabilities	34.1% Chronically Absent
	African American	57.1% Chronically Absent
	American Indian	
	Asian	
	Filipino	
	Hispanic	36% Chronically Absent
	Two or More Races	40% Chronically Absent
	Pacific Islander	
White	28.9% Chronically Absent	
		-0.5%
Attendance: Percentage of the school year attended for students in TK-12	91.46%	93%
High School Dropout Rate:	.	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	SCIS to conduct home visits, phone calls home, diminish	All Students X English Learners Low-Income Students Foster Youth			August 2024 - June 2025

	barriers to support families in need, check in check out for students	Lowest Performing			
2.2	promote positive school culture for SEL and student recognition through behavior incentives, character education	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1466	August 2024 - June 2025
2.3	Increase clerk to 3 hours a day to promote attendance and monitor chronic absenteeism. In addition, working with community partnerships such as: shoes that fit, dental screening, etc. PC 31307	All Students English Learners Low-Income Students Foster Youth X Lowest Performing homeless and African American students	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	11275 11321	August 2024 - June 2025
2.4	Part-time counselor to support social emotional needs	X All Students English Learners Low-Income Students Foster Youth			August 2024 - June 2025

small group and 1:1 and wellness team lead to provide supports for the whole child.

Lowest Performing

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

PBIS SWIS forms, Q entries for behavior, wellness team meetings, Q visit entries - These data points are monitored bi-weekly. SAEBERS/mySAEBERS - in Fall and Spring

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

Our systems for counseling groups and 1:1 are working because students needs are being met. Reteaching of school wide expectations are working. Restorative practices to help students to problem solve have had positive effects on students. Morning meetings and sharing problems to solve as a classroom group.

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

SWD are suspended more often than they general population.Ensure tier 1 SEL are being reinforced in the classroom. Small social groups to help SWD problem solve at point of difficulty so students make the correct decisions.

2023-24

Identified Need

Targeted interventions and Tier 1 supports for daily SEL regarding SWD.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.

All Students	1.4% suspended at least one day
English Learners	0% suspended at least one day
Foster Youth	
Homeless	0% suspended at least one day
Socioeconomically Disadvantaged	1.7% suspended at least one day
Students with Disabilities	4.4% suspended at least one day
African American	0% suspended at least one day
American Indian	
Asian	
Filipino	
Hispanic	1.4% suspended at least one day
Two or More Races	0% suspended at least one day
Pacific Islander	
White	1.9% suspended at least one day

-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.00%	0
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	68.9%	71%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	72.1%	73%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	.0	+10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	School Counselor - Provide instruction for students struggling with communicating Social-Emotional needs to students and adults. Materials to support instruction in the program	All Students English Learners Low-Income Students Foster Youth X Lowest Performing students with disabilities	Other LCFF Supplemental Site Allocation	500.	August 2024 - June 2025

3.2	Provide tier 1 instructional materials and supplies for SEL in classrooms	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	900.	August 2024 - June 2025
3.3	Provide 2 families nights to increase connectness with school.	All Students English Learners Low-Income Students Foster Youth Lowest Performing Special Education Students	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500	August 2024 - June 2025
3.4	additional hours for rec aides to ensure safety during before/afterschool and at lunch	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	3933 3000	August 2024 - June 2025

			2000-2999: Classified Personnel Salaries		
3.5	Utilize parent liaison to support students and families outreach	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2300	August 2024 - June 2025
3.6	Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-world experiences.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing students with disabilities	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4160	August 2024 - June 2025
3.7	Coffee chat with the principal	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1000	August 2024 - June 2025

3.8	provide outside vendors and supports for the community	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	1000	August 2024 - June 2025

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.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development based on language proficiency levels.	2024-2025	ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support in core content classes outside of ELD	2024-2025	BIA - Spanish	2000-2999: Classified Personnel Salaries		
Provides academic interventions and instruction in both math and Language Arts to students in grades 3-5 who need skills/strategy/remediation/acceleration	2024-2025	Intervention Teacher			

SCHOOL GOAL #2:
Student Engagement and Course Access

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provides monthly meetings regarding targeted students who have chronic absenteeism. Attendance contracts are established. If no improvement by families the site and district	2024-2025	AIP attendance			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
team can refer to SARB.					

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provides SEL support to students and families that are in crisis.. Works with the wellness team to ensure students are receiving SEL supports.	2024-2025	MTSS Social Worker			
Ensures school safety by monitoring access points and providing supervision for students		campus monitor			

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	\$285,175.00
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	\$353,187.30

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 Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$44,320.00
Other	\$19,759.30
Title I Part A Parent Involvement	\$3,300.00
Title I Part A Site Allocation	\$281,875.00

Subtotal of state or local funds included for this school: \$353,187.30

Total of federal, state, and/or local funds for this school: \$353,187.30

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	44,320	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	281,875	0.00
Title I Part A Parent Involvement	3,300	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	44,320.00
Other	19,759.30
Title I Part A Parent Involvement	3,300.00
Title I Part A Site Allocation	281,875.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	132,164.00
2000-2999: Classified Personnel Salaries	68,786.00
3000-3999: Employee Benefits	85,156.00
4000-4999: Books And Supplies	54,021.30
5000-5999: Services And Other Operating Expenditures	11,560.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
	LCFF Supplemental Site Allocation	500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	14,275.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	11,321.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,664.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,560.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
4000-4999: Books And Supplies	Other	19,759.30
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,300.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	132,164.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	48,278.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	73,835.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	22,598.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	310,832.30
Goal 2	24,062.00
Goal 3	18,293.00

School Site Council Membership

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

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

Name of Members	Role
Suzanne Landuyt	Principal
Sara O'grady	Other School Staff
Michelle Henrie	Classroom Teacher
Shelby Medlin	Classroom Teacher
Gladys Ochoa	Parent or Community Member
Patricia Brown	Parent or Community Member
Tanya Morgan	Parent or Community Member
Ann Hotz	Classroom Teacher
Sarah Coulum	Parent or Community Member
Jyssica Tomlin	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

on file

English Learner Advisory 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 20th, 2024.

Attested:

ON FILE

Principal, Suzanne Landuyt on May 20th, 2024

ON FILE

SSC Chairperson, Elise Huggins-Ginsburg on May 20th, 2024

Budget By Expenditures

Grand Oaks Elementary School

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
additional hours for rec aides to ensure safety during before/after school and at lunch	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation

\$44,320.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-world experiences.	5000-5999: Services And Other Operating Expenditures	\$4,160.00	Engaging Academic Programs	
promote positive school culture for SEL and student recognition through behavior incentives, character education	4000-4999: Books And Supplies	\$1,466.00	Healthy Environments for Social-Emotional Growth	
Increase clerk to 3 hours a day to promote attendance and monitor chronic absenteeism. In addition, working with community partnerships such as: shoes that fit, dental screening, etc. PC 31307	2000-2999: Classified Personnel Salaries	\$11,275.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$11,321.00	Healthy Environments for Social-Emotional Growth	
Provide tier 1 instructional materials and supplies for SEL in classrooms	5000-5999: Services And Other Operating Expenditures	\$900.00	Engaging Academic Programs	

Grand Oaks Elementary School

Provide 2 families nights to increase connectness with school.	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Engaging Academic Programs
meet technology and equipment to enhance the core instructional program.	4000-4999: Books And Supplies	\$9,198.00	Connected School Communities
provide outside vendors and supports for the community	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Engaging Academic Programs
		\$500.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$3,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$44,320.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	5800: Professional/Consulting Services And Operating Expenditures	\$9,000.00	Clear Pathways to Bright Futures	
Promote student dance performance in a school wide end of year event.	4000-4999: Books And Supplies	\$4,000.00	Clear Pathways to Bright Futures	
purchase EL Acheive instructional materials to support Emerging Bilinguals	4000-4999: Books And Supplies	\$19,759.30	Connected School Communities	

Other Total Expenditures: \$32,759.30

Other Allocation Balance: \$0.00

Grand Oaks Elementary School

Funding Source: Title I Part A Parent Involvement \$3,300.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Coffee chat with the principal	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Utilize parent liaison to support students and families outreach	2000-2999: Classified Personnel Salaries	\$2,300.00	Engaging Academic Programs	
Title I Part A Parent Involvement Total Expenditures:		\$3,300.00		
Title I Part A Parent Involvement Allocation Balance:		\$0.00		

Funding Source: Title I Part A Site Allocation \$281,875.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
SCIS I to support students both academically and behaviorally. Support families by checking in on attendance and providing resources. PC 38858	2000-2999: Classified Personnel Salaries	\$48,278.00	Connected School Communities	
Engagement opportunities such as field trips and hands-on experiences for expanding students' exposure to real-world experiences.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Connected School Communities	
Provide professional development and materials for math instruction	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
	3000-3999: Employee Benefits	\$52,641.00	Connected School Communities	
	4000-4999: Books And Supplies	\$7,799.00	Connected School Communities	
	3000-3999: Employee Benefits	\$21,194.00	Connected School Communities	

Grand Oaks Elementary School

Intervention Teacher K-2 to provide tier 2/tier 3 supports for students who are struggling and behind in literacy -reading, writing, oral language, academic vocabulary, strategies/skills to support learners. This is an added on support for students beyond Tier 1 in the classroom. (UFLI) PC 30285	1000-1999: Certificated Personnel Salaries	\$121,000.00	Connected School Communities
Purchase materials and supplies for supplemental instructional materials	4000-4999: Books And Supplies	\$14,799.00	Connected School Communities
After school tutoring to support literacy, math, or language development needs	1000-1999: Certificated Personnel Salaries	\$2,164.00	Connected School Communities
Provide release days to look at common assessments, grade level data, student work to inform instruction, cross-grade level conversation	1000-1999: Certificated Personnel Salaries	\$9,000.00	Connected School Communities
Provide teacher release time, utilizing substitute teachers, to allow for collaboration and planning of STEAM activities and instruction.	1000-1999: Certificated Personnel Salaries	\$500.00	Clear Pathways to Bright Futures
Provide STEAM materials as reasonable and necessary.			
Promote arts integration across content areas including on-line programs, art apps, evening and music performances, music instructional materials and needs.	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: \$282,875.00

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

Grand Oaks Elementary School Total Expenditures: \$367,187.30