

2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Spanos Elementary School
Address:	536 S. California Street, Stockton, CA 95203
CDS Code:	0118752
District:	Stockton Unified School District
Principal:	Danielle Valtierra
Revision Date:	December 17, 2017
District Governing Board approved:	April 10, 2018

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

Contact Person:	Danielle Valtierra
Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

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.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances


The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

Signature

English Learner Parent Involvement Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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 12/17/17.

Attested:

Danielle Valtierra

Typed Name of School Principal



Signature of School Principal

2/28/18

Date

Bob Magaron

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2/28/18

Date

Mission

Insert the school site's mission.

All students learn at the highest levels and are inspired to become life-long learners.

Vision

Insert the school site's vision.

At Spanos School we,

- Collaborate around common data to implement best practices.
- Facilitate purposeful learning which leads to high achievement.
- Foster strong community connections which creates a welcoming, respectful, and safe learning environment.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Alex G. Spanos Elementary is located in the heart of Mr. Spanos' childhood neighborhood in South Stockton. We currently serve 510 students, with 95% qualifying for free and reduced lunch and 80% speak a language other than English. We aim to provide our students a first-class school experience and our staff has adopted and implements the following school values and commitments:

Welcoming Environment

- We will provide a welcoming environment by maintaining open communication with our community.

Community

- We will utilize resources to support students' goals.
- We will participate in annual service opportunities for students, staff, and parents.
- We will hold AMPT meetings.
- We will send quarterly progress reports home in English and Spanish.

Best Practices

- We will meet individually with students so that they can achieve their highest level.
- We will acquire and apply shared knowledge.
- We will provide students with individual support.
- We will use appropriate, research based strategies based on the needs of our students as indicated by assessments data.

Purposeful Learning

- We will provide purposeful learning and effective teaching that is guided by data

Respectful Environment

- We will model, teach, and expect: Mutual respect, Trust, Responsibility and Good manners

Collaboration:

- We will meet regularly, be prepared, and focused positively on progressing towards goals.

Safety:

- We will teach and reinforce, as needed, all school procedures.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

1) Foundational Reading Skills (DRA, CAFÉ, phonics)

Expenditures: Library/Media Assistant, Coaching support, leveled reading books, library books, extra library time for students, teacher professional development by Impact Learning, reprographics for take home books.

2) PD focused on Integrated EL strategies in the classroom

Expenditures: Program/EL Specialist, extra hours for teacher collaboration, substitutes for release time

3) PLC Implementation (focus is on EL Standards and Strategies)

Expenditures: extra hours for teacher collaboration, Coaching support, Program/EL Specialist

4) RTI & Learning Center Model (RTI From All Sides by Mary Howard)

Expenditures: Instructional assistant, Bilingual instructional assistant

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Fully implemented strategies:

- Focus on Tier 1 foundational reading skills: Consultant provided targeted professional development in reading, Instructional coach provided daily support in classrooms, primary PLCs focused on teaching reading
- PD focused on Integrated EL strategies in the classroom: program specialist and instructional coach provided monthly training to teachers
- RTI & Learning Center Model: daily Tier 3 support provided in reading and approximately 75 students were serviced on a daily basis. Program specialist provided weekly Tier 3 support in math

Partially implemented strategies:

- PLC implementation with a focus on EL strategies: we transitioned to a focus on EL strategies in our 3-8 PLCs towards the end of the school year.

The effectiveness of our 3-8 PLC math/ELA subject focused vertical teams were not as effective as we had anticipated, as evidenced via PLC minutes and CFA development. Towards the end of the year, we made a shift based on this data to switch our focus to the ELD standards and strategies. Our MAP, DRA and SBAC data supports our conclusion that our strategies are slowing making progress in student achievement.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Successful strategies:

- Focus on Tier 1 foundational reading skills: Consultant provided targeted professional development in reading, Instructional coach provided daily support in classrooms, primary PLCs focused on teaching reading
- PD focused on Integrated EL strategies in the classroom: program specialist and instructional coach provided monthly training to teachers
- RTI & Learning Center Model: daily Tier 3 support provided in reading and approximately 75 students were serviced on a daily basis. Program specialist provided weekly Tier 3 support in math

Partially successful strategies:

- PLC implementation with a focus on EL strategies for both math and ELA: we transitioned to a focus on EL strategies in our 3-8 PLCs towards the end of the school year.

The effectiveness of our 3-8 PLC math/ELA subject focused vertical teams were not as effective as we had anticipated, as evidenced via PLC minutes and CFA development. Towards the end of the year, we made a shift based on this data to switch our focus to the ELD standards and strategies. Our MAP, DRA and SBAC data supports our conclusion that our strategies are slowing making progress in student achievement.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- The school goals are developed by the Spanos staff and monitored three times per year.
- The SSC reviewed our school goals at the beginning of the school year, mid-year and end of the year to track our progress; the school plan is developed and aligned to directly support our school goals.
- The school plan is formally brought to the SSC and ELAC for review and to provide input in November and December. Progress towards our school goals are formally evaluated three times per year and the results are shared with the ELAC, SSC and Spanos staff.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

School-wide SMART Goal #1: The percentage of students meeting their growth target or higher in reading will increase from 48.5% to 53.5% by the end of the year as measured by MAP. Spring Results: 55.8% (SUSD: 52%)

School-wide SMART Goal #2: The percentage of students scoring at grade level or higher in reading will increase from 39% to 45% by the end of the year as measured by DRA. Spring Results: 46% (K-6)

School-wide SMART Goal #3: The percentage of students meeting or exceeding achievement standards in ELA will increase from 18% to 28% by the end of the year as measured by SBAC. Spring Results: 17% (MAP) (SUSD: 23%) 19% (SBAC)

School-wide SMART Goal #4: The percentage of students meeting their growth target or higher in math will increase from 59% to 65% by the end of the year as measured by MAP. Spring Results: 61% (SUSD: 52%)

School-wide SMART Goal #5: The percentage of students meeting or exceeding achievement standards in math will increase from 18% to 28% by the end of the year as measured by SBAC. Spring Results: 11% (MAP) (SUSD: 17%) 21% (SBAC)

School-wide SMART Goal #6: The percentage of ELL students being re-designated, will increase from 20.4% to 26% by the end of the year, as measured by CELDT. Spring Results: 23%

School-wide SMART Goal #7: The percentage of parents attending their child's AMPT meeting will increase from 42% to 45% by the end of the year as measured by AMPT sign-in sheets. Spring Results: 48%

School-wide SMART Goal #8: The percentage of perfect attendance for Spanos School will increase from 96.51% to 97.5% by the end of March as measured by the P2 report. P2 Results: 96.61%

We are making steady but not rapid progress towards our goals. We will continue to provide targeted professional development for Tier 1 instruction, provide coaching support in the classroom, refine our Tier 2 and Tier 3 interventions, and continue to engage our parents in Academic Meeting with Parents and Teachers (AMPT).

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

In reviewing our Dashboard, our greatest achievement was our English Learner student progress; a status change of 6.8% and a green rating.

We also had positive changes (to yellow) in the reduction of our suspension rate, and increased achievement in ELA and math.

In reviewing our school-wide data, our greatest progress was on our school-wide SMART Goal #1: The percentage of students meeting their growth target or higher in reading will increase from 48.5% to 53.5% by the end of the year as measured by MAP. Our Spring Results were 55.8%, which was higher than the District's average of 52%.

Another goal to celebrate was our parent participation rate, (School-wide SMART Goal #7). The percentage of parents attending their child's Academic Meeting with Parent and Teacher (AMPT) meeting will increase from 42% to 45% by the end of the year as measured by AMPT sign-in sheets. Our Spring Results was 48% with the highest rate being Fall and Winter at 52%.

Spanos also has one of the highest attendance rates in the District, 96.61%.

Our focus on foundational reading skills, parent engagement, and student attendance, all work in unison to ensure that our students are successful in school.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Students with Disabilities was the only indicator that was in the Orange Performance Category. To address this need, our RSP teacher and RSP assistant receive professional development, coaching, and are part of a grade level PLC. Our teachers also receive a copy of the students IEP goals, so they can better support them in the classroom.

We continue to refine our Tier 1 instruction through professional development and coaching in order to increase student achievement in ELA and math.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Our students with disabilities are performing a year below our “all student performance”. To address this need, our RSP teacher and RSP assistant receive professional development, coaching, and are part of a grade level PLC. Our teachers also receive a copy of the students IEP goals, so they can better support them in the classroom.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

- Our school goals are developed by the Spanos staff, shared with our community (SSC, ELAC, Title 1 meetings, and are posted throughout our school) and our monitored three times per year.
- The SSC reviewed our school goals at the beginning of the school year, mid-year and end of the year to track our progress; the school plan is developed and aligned to directly supports our school goals.
- The school plan is formally brought to the SSC and ELAC for review and to provide input in November and December. Progress towards our school goals are formally evaluated three times per year and the results are shared with the ELAC, SSC and Spanos staff.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic student achievement in ELA & English Learners, & Math	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, RTI, etc.), data analysis, extended collaboration time, etc., focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc.	Coaching log, # of teachers observed, PLC minutes, pre-post assessment data, DRA & MAP data. PD agenda and minutes, collaboration minutes.	Every 6 weeks	Instructional coach \$53,602 (Salary & Benefits)	Title 1	19101
				Program Specialist \$134,004 (Salary & Benefits)	LCFF	19101
				Substitute Pay \$5000 \$1750	LCFF Title 1	11700 11700
				Impact Literacy Consulting \$9000	LCFF	58100
				Additional Compensation \$3000	Title 1	11500
				RTI Conference \$3500	Title 1	58100
1.2 Academic student achievement in ELA & English Learners	Provide in class and small group instruction for EL students (Bilingual Aide). and English Only students (Instructional Assistant)	Instructional schedule, CFAs, DRA & MAP data	Every 6 weeks	Instructional Assistant \$20,773 (Salary & Benefits)	Title 1	21101
				Bilingual Assistant \$17,951 (Salary & Benefits)	LCFF	21101
1.3 Academic student achievement in ELA & English Learners	Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. SIPPs, Fountas & Pinnell, etc.), level books (in	Schedule, library book circulation records, data. Student progress in program (e.g. Lexile, SIPPS/Fountas & Pinnell	Every trimester	Library Media Assist \$17,621 (Salary & Benefits)	LCFF	24101
				Leveled Books \$5000	Title 1	42000
					LCFF	58450

	classroom and at home), and in an atmosphere that conducive to literacy, guided support to students checking out leveled library books.	level)		Storia \$3224		
1.4 Academic student achievement in ELA, English Learners, & Math	Instructional materials will be purchased to support classroom instruction; poster maker, chromebooks, chart paper, leveled books, iPads, whiteboards, expo markers, headphones, highlighters, colored paper, crayons/colored pencils, glue, post-its, etc.	pre-post assessment data, MAP data	Every 12 weeks	Instructional Materials \$31,475 \$3,511 Equipment \$13,702 \$5,500 Duplicating \$2313	Title 1 LCFF Title 1 LCFF Title 1	43110 43110 44000 44000 57150

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic student achievement in ELA, English Learners, and Math	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, RTI, etc.), data analysis, extended collaboration time, etc., focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc.	Coaching log, # of teachers observed, PLC minutes, pre-post assessment data, DRA & MAP data	Every 6 weeks	Instructional Coach \$53,602 (Salary & Benefits)	Title 1	19101
				Program Specialist \$134,004	LCFF	19101
				Impact Literacy Consultant \$5000	Title 1	58100
2.2 Academic student achievement in ELA & English Learners	Provide in class and small group instruction for EL students (Bilingual Aide). and English Only students (Instructional Assistant)	Instructional schedule, CFAs, DRA & MAP data	Every 6 weeks	Instructional Assistant \$20,773 (Salary & Benefits)	Title 1	21101
				Bilingual Assistant \$17,951 (Salary & Benefits)	LCFF	21101
2.3 Academic student achievement in ELA & English Learners	Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. SIPPs, Fountas & Pinnell, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy, guided support to	Schedule, library book circulation records, DRA data.	Every trimester	Library Media Assist \$17,621 (Salary & Benefits)	LCFF	24101
				Storia \$2500	Title 1	58450

	students checking out leveled library books.					
2.4 Academic student achievement in ELA, English Learners, & Math	Instructional materials will be purchased to support classroom instruction; poster maker, chromebooks, chart paper, leveled books, iPads, whiteboards, expo markers, headphones, highlighters, colored paper, crayons/colored pencils, glue, post-its, etc.	pre-post assessment data, MAP data	Every 12 weeks	Instructional Materials \$13,866 Instructional Materials \$4200 License Agreement \$499	Title 1 LCFF LCFF	43100 43100 58450

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic student achievement in ELA, English Learners, and Math	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, RTI, etc.), data analysis, extended collaboration time, etc., focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc.	Coaching log, # of teachers observed, PLC minutes, pre-post assessment data, DRA & MAP data	Every 6 weeks	Instructional Coach \$ (Salary & Benefits)	Title 1	19101
				Program Specialist \$	LCFF	19101
				Impact Literacy Consultant \$	Title 1	58100
3.2 Academic student achievement in ELA & English Learners	Provide in class and small group instruction for EL students (Bilingual Aide). and English Only students (Instructional Assistant)	Instructional schedule, CFAs, DRA & MAP data	Every 6 weeks	Instructional Assistant \$(Salary & Benefits)	Title 1	21101
				Bilingual Assistant \$ (Salary & Benefits)	LCFF	21101
3.3 Academic student achievement in ELA & English Learners	Provide students with opportunities to increase reading proficiency through literacy and intervention programs (e.g. SIPPs, Fountas & Pinnell, etc.), level books (in classroom and at home), and in an atmosphere that conducive to literacy, guided support to students checking	Schedule, library book circulation records, DRA data.	Every trimester	Library Media Assist \$ (Salary & Benefits)	LCFF	24101
				Storia \$	Title 1	58450

	out leveled library books.					
3.4 Academic student achievement in ELA, English Learners, & Math	Instructional materials will be purchased to support classroom instruction; poster maker, chromebooks, chart paper, leveled books, iPads, whiteboards, expo markers, headphones, highlighters, colored paper, crayons/colored pencils, glue, post-its, etc.	pre-post assessment data, MAP data	Every 12 weeks	Instructional Materials \$	Title 1	43100
				Instructional Materials \$	LCFF	43100
				License Agreement \$	LCFF	58450

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Increase positive school climate for all students	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals	monthly	Valley Community Counseling Services \$0 SUSD Counselor \$0 Victor Services \$0 PLUS & PBIS Program \$0		

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Increase positive school climate for all students	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals	monthly	Valley Community Counseling Services \$0 SUSD Counselor \$0 Victor Services \$0 PLUS & PBIS Program \$0		

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Increase positive school climate for all students	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. in-house and outside agency), structured student engagement activities, etc. that focuses on attendance, discipline, etc.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student counseling referrals	monthly	Valley Community Counseling Services \$0 SUSD Counselor \$0 Victor Services \$0 PLUS & PBIS Program \$0		

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Increase parent, student, and school engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities	# of meetings coordinated # of parents attending # of parent community meetings	Three times per year	\$974 \$25 (Parent Meeting) \$400 (Non-Instructional Materials)	Title 1 Title 1	43400 43200

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Increase parent, student, and school engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities	# of meetings coordinated	Three times per year	Non-Instructional Materials \$400	Title 1	43400
		# of parents attending		Parent Meeting \$600	Title 1	43200
		# of parent community meetings		Duplicating \$1381	Title 1	57150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Increase parent, student, and school engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities	# of meetings coordinated	Three times per year	Non-Instructional Materials \$400	Title 1	43400
		# of parents attending		Parent Meeting \$600	Title 1	43200
		# of parent community meetings		Duplicating \$1381	Title 1	57150

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Danielle Valtierra	2009		X			
Miguel Orejel	2016	2018		X		
Joe Artozqui	2016	2018		X		
Devyn McPherson (Secretary)	2016	2018		X		
Luisa Castanon	2016	2018			X	
Bob Margaron (Chair)	2016	2018				X
Vanessa Yadao	2016	2018				X
Marina Gonzalez	2017	2019				X
Celestina Arellanes	2017	2019				X
Ana Banales	2017	2019				X
Numbers of members of each category:			1	3	1	5

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: SPANOS ELEMENTARY Revised Preliminary Allocations 2017-18 with 2016-17 Carryover 2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			3,000		\$ 3,000.00	Goal 1 - 1
11700	Teacher Substitute			1,750		\$ 1,750.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant			20,773		\$ 20,773.00	Goal 1 - 2
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
24500	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 79,125.00	\$ -	\$ 79,125.00	
Books & Supplies							
42000	Books			5,000		\$ 5,000.00	Goal 1 - 3
43110	Instructional Materials			31,475		\$ 31,475.00	Goal 1 - 4
43200	Non-Instructional Materials		400			\$ 400.00	Goal 3 - 1
43400	Parent Meeting		999			\$ 999.00	Goal 3 - 1
44000	Equipment			13,702		\$ 13,702.00	Goal 1 - 4
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 1,399.00	\$ 50,177.00	\$ -	\$ 51,576.00	
Services							
57150	Duplicating		1,313	1,000		\$ 2,313.00	Goal 1 - 4
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
21	52150 Conference			1,750		\$ 1,750.00	Goal 1 - 1
27	52150 Conference			1,750		\$ 1,750.00	Goal 1 - 1
	58450 License Agreement					\$ -	
	58720 Field Trip-Non-District Trans					\$ -	
	58920 Pupil Fees					\$ -	
	58100 Consultants-instructional					\$ -	
	58320 Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 1,313.00	\$ 4,500.00	\$ -	\$ 5,813.00	
	Total		\$ 2,712.00	\$ 133,802.00	\$ -	\$ 136,514.00	
	Differential		-	-		-	
	2016-17 Carryover		25	36,369		36,394	
	Revised 2017-18 Allocation		2,687	97,433		100,120	
			2,712	133,802		136,514	

SCHOOL NAME: SPANOS ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE 23030	LCFF/SCE 23031	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			Instructional-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute		5,000		\$ 5,000.00	Goal 1 - 1
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist		134,004		\$ 134,004.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		17,951		\$ 17,951.00	Goal 1 - 2
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 3
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 174,576.00	\$ -	\$ 174,576.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		3,511		\$ 3,511.00	Goal 1 - 4
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		5,500		\$ 5,500.00	Goal 1 - 4
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 9,011.00	\$ -	\$ 9,011.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement		3,224		\$ 3,224.00	Goal 1 - 3
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional		9,000		\$ 9,000.00	Goal 1 - 1
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 12,224.00	\$ -	\$ 12,224.00	
	Total		\$ 195,811.00	\$ -	\$ 195,811.00	
	Differential		-		-	
	Allocations		195,811		195,811	