



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 06/22/2021

Spanos Elementary School

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School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spanos Elementary	396867660118752	Ver 1 – 05/15/2020 Ver 2 -	Ver 1 – 05/19/2020 Ver 2 –	Ver 1 – 07/28/2020 Ver 2 – 06/22/2021

## Purpose and Description

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)

Spanos Elementary is implementing a Schoolwide Program.

Briefly describe 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.

Spanos Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

In school year 2019-2020, we regularly reviewed our goals and strategies at our SSC meetings; 10/22/19, 11/19/19, 12/17/19, 2/18/20 and 5/12/20. We utilized the Data Decision Model to assess our progress and guide our planning. We continue to see a gap in reading comprehension and we had a decrease in math. In summary, barriers included limited parent participation, limited translating resources for conferences, and not enough available subs for monthly teacher release for collaboration. We do anticipate an increase in both reading and math due to the district wide adoption of new curriculum and the increase of teacher professional development provided.

As a result of the stakeholder involvement and data reviews, Spanos Elementary has been able to complete the Decision Making Model (a component of the CNA) to guide the development and monitoring of our school plan.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After completing our DMM, we determined the lack of consistent substitutes was a barrier for us to provide release time for our teachers, to attend targeted PD. We also determined that our primary students need more targeted phonemic and phonics development, than what is provided in our curriculum. Also, we need the ability to provide more Spanish translating support for our parents to attend regular parent teacher conferences.

# Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## LCAP/SPSA Goal 1 – Student Achievement

ELA/ELD SMART Goal:

Spanos' ELA proficiency rate will increase from 23% to 33%, as measured by the SBAC in Spring of 2021.

Math SMART Goal:

Spanos' Math proficiency rate will increase from 25% to 35%, as measured by the SBAC in Spring of 2021.



**Identified Need**

- Be sure English Learner data is reviewed and included.

**SBAC ELA Data:**

2016 18%  
2017 20.52%  
2018 23.37%  
2019 22.3%

**SBAC Math Data:**

2016 18%  
2017 22.26%  
2018 24.83%  
2019 19.35%

**Reclassification Rate:**

2016 9.7%  
2017 16.4%  
2018 21.2%  
2019 31.8%

**MAP ELA Data:**

2017 17%  
2018 22%  
2019 19%

**MAP Math Data:**

2017 11%  
2018 25%  
2019 21%

**i-Ready ELA Winter:**

Tier 1 22% (10% F)  
Tier 2 40% (38% F)

Tier 3 38% (52% F)

**i-Ready Math Winter:**

Tier 1 19% (9% F)

Tier 2 58% (54% F)

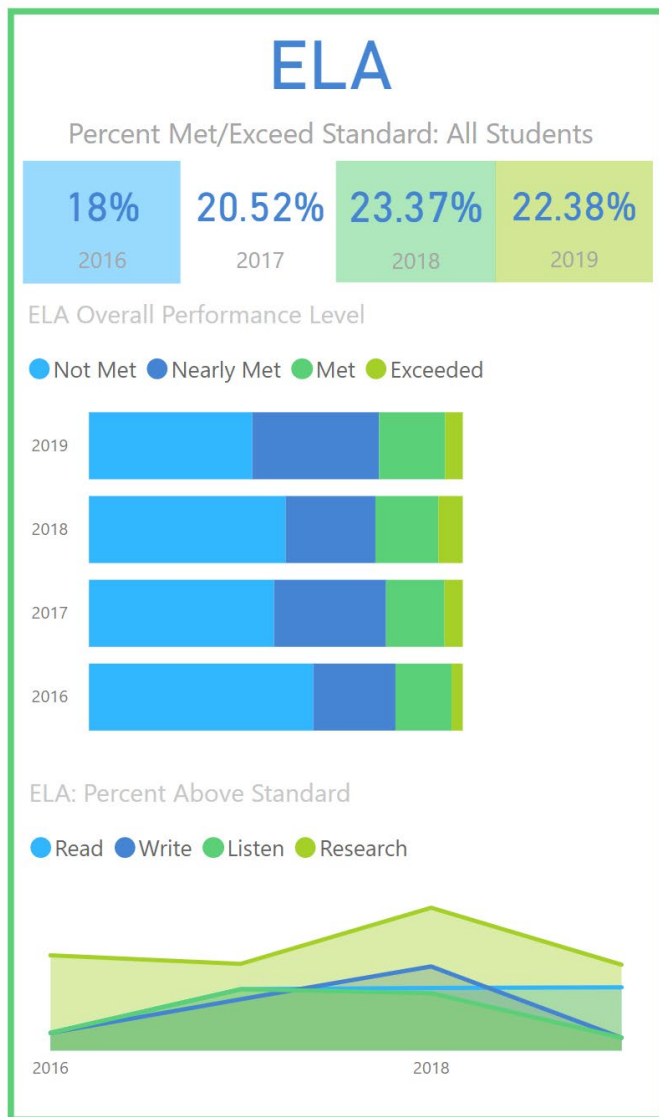
Tier 3 24% (38% F)

Consistently making slow progress in ELA, with a slight decrease in 2019.

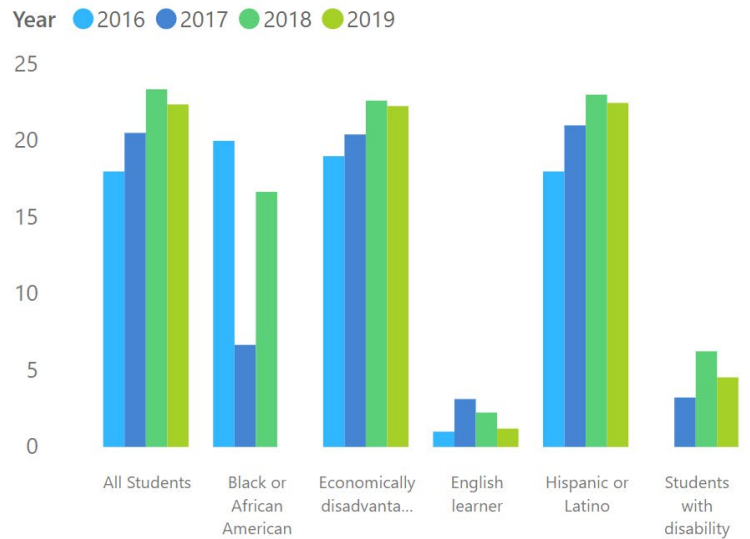
Consistently making slow progress in math, with a significant decrease in 2019.

Consistently making strong gains in our RFEP rate.

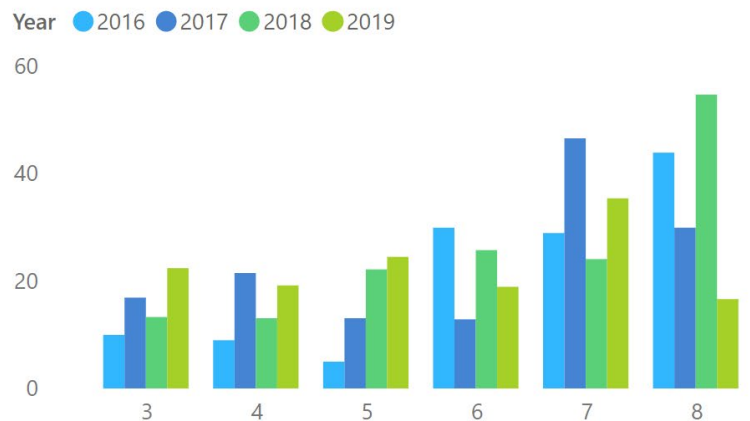
Slight increase in Tier 1 and Tier 2 for both ELA and math.



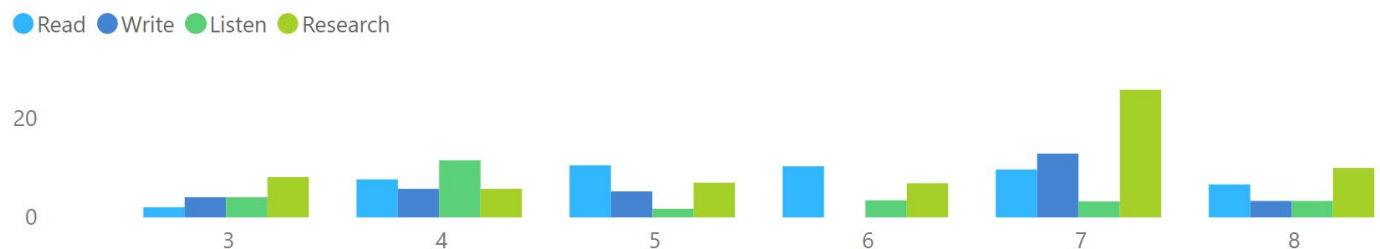
ELA CAASPP: Percent Met/Exceed Standard



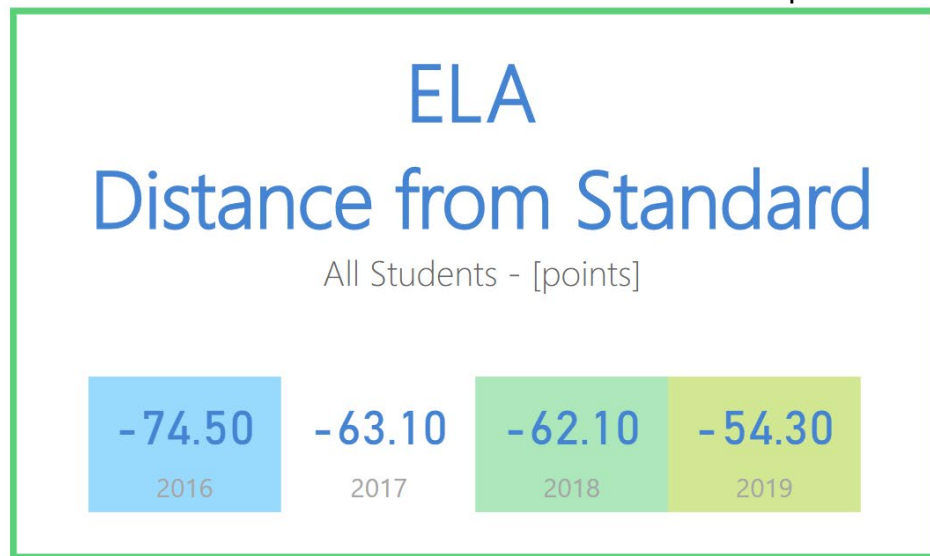
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

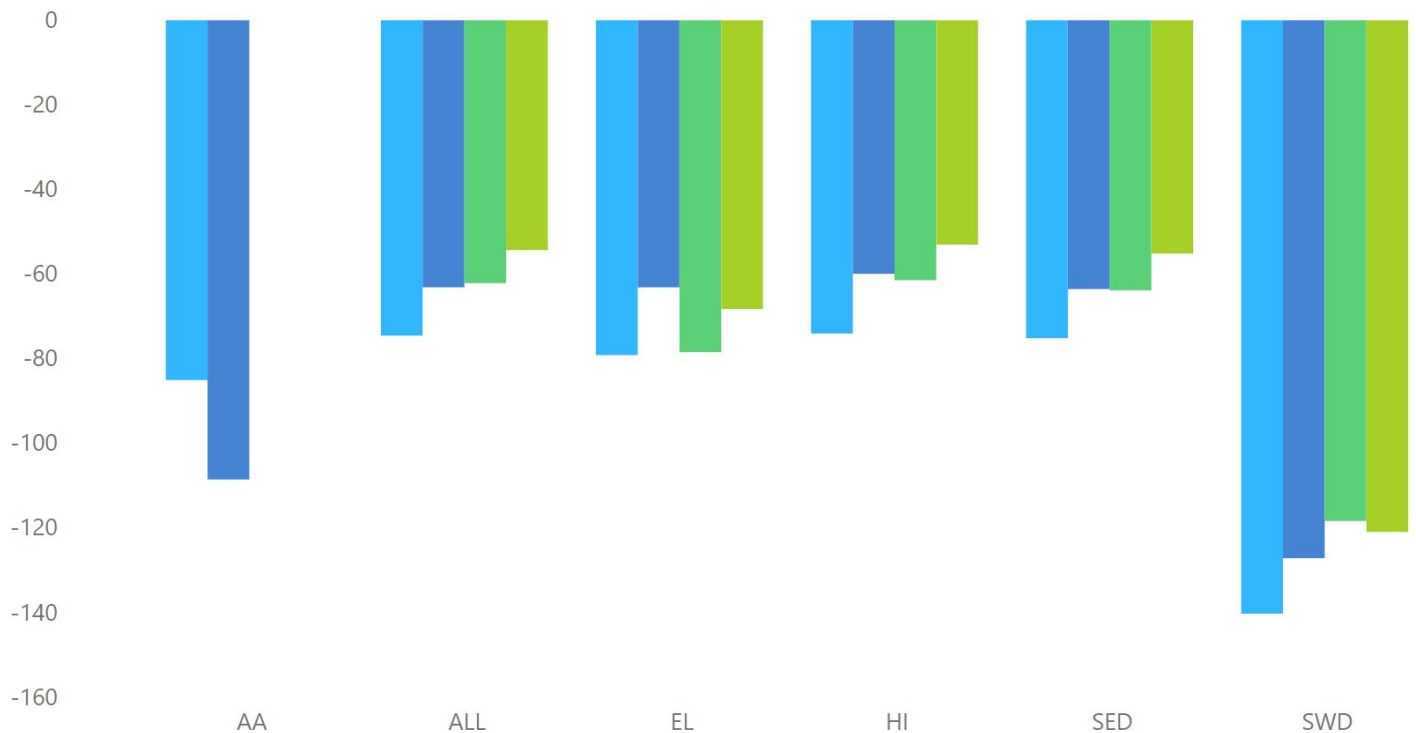


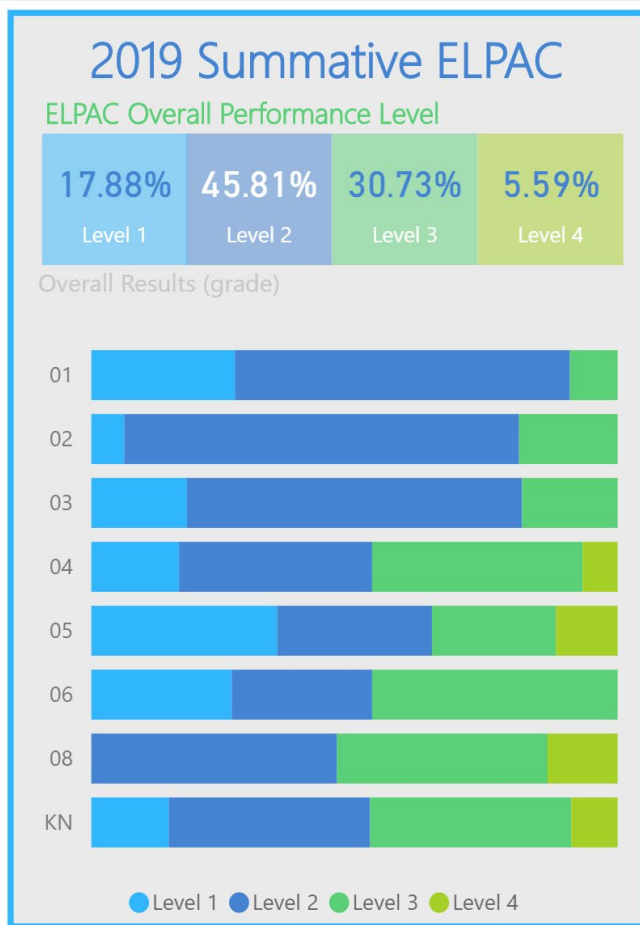
page 2 SUSD RA 12122019 v3r1



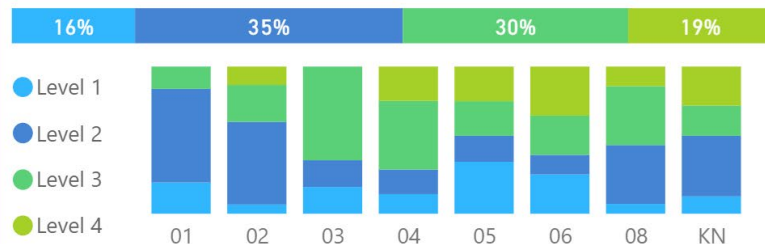
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

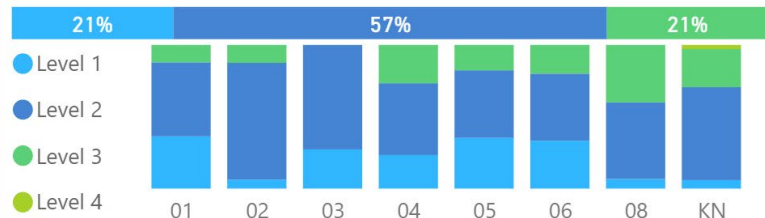




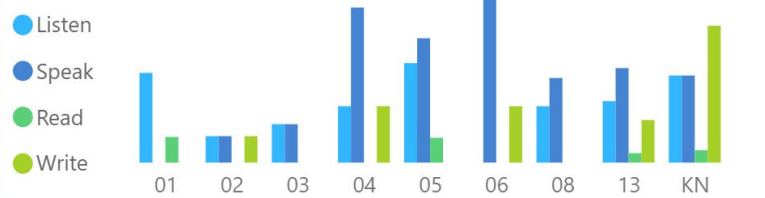
### Oral Language Overall Performance Level



### Written Language Overall Performance Level



### Performance Area: Percent Well Developed



## English Learner Progress

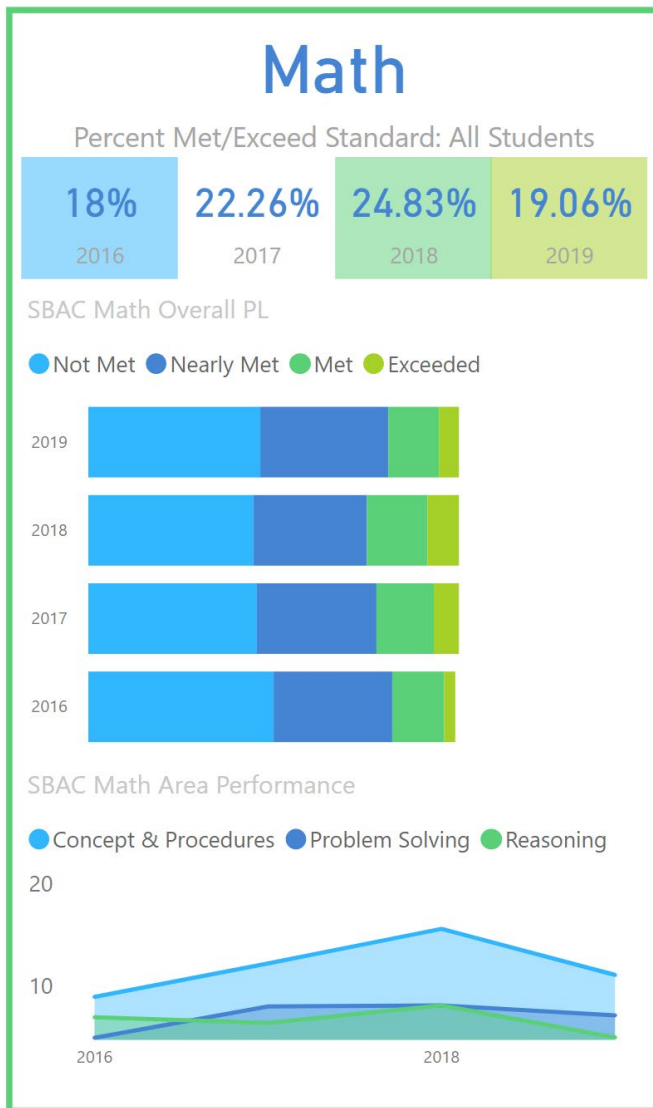
### Reclassification Rates



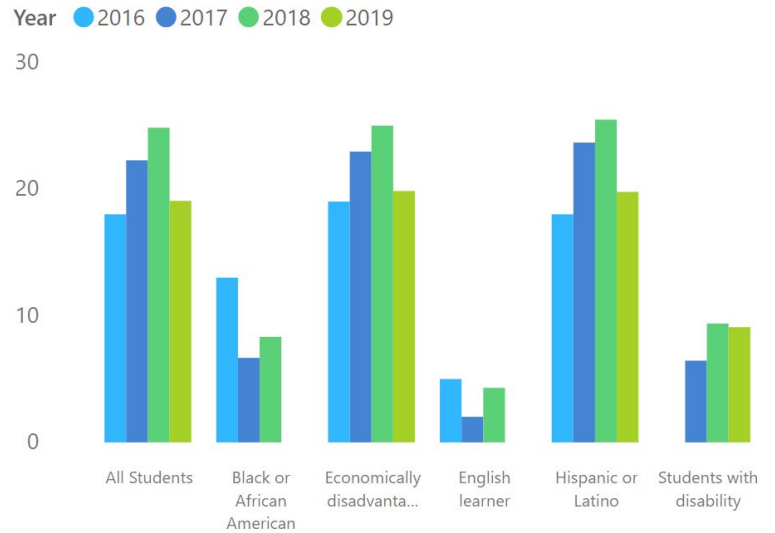
### English Learner Progress Indicator (ELPI)

37.5%

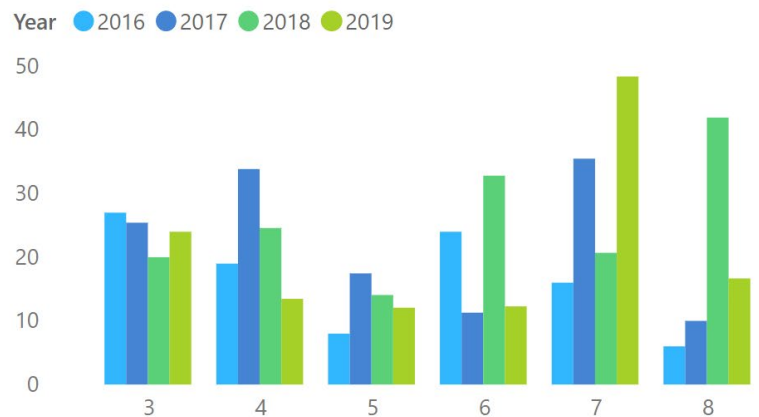
ELPI 2019



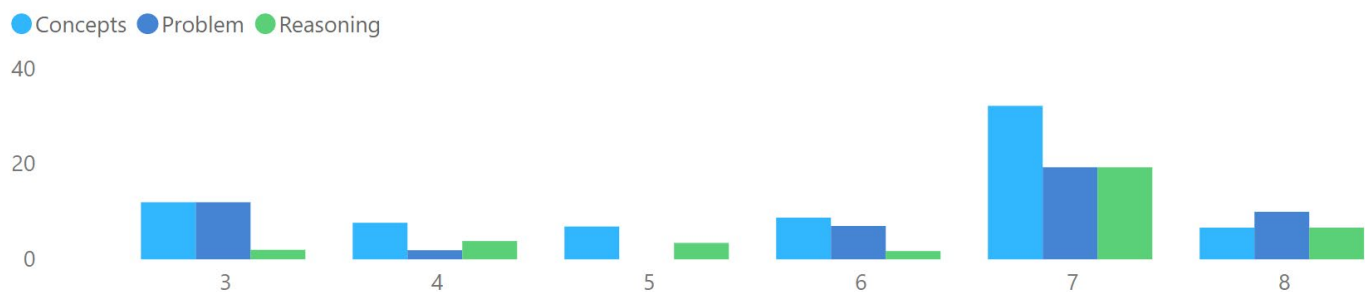
Math CAASPP: Percent Met/Exceed Standard

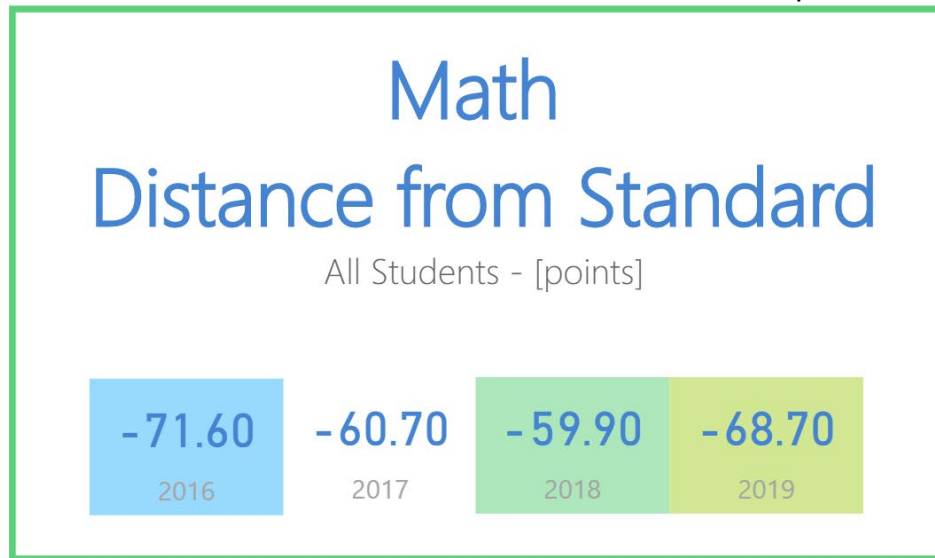


Math CAASPP: Percent Met/Exceed Standard by Grade Level



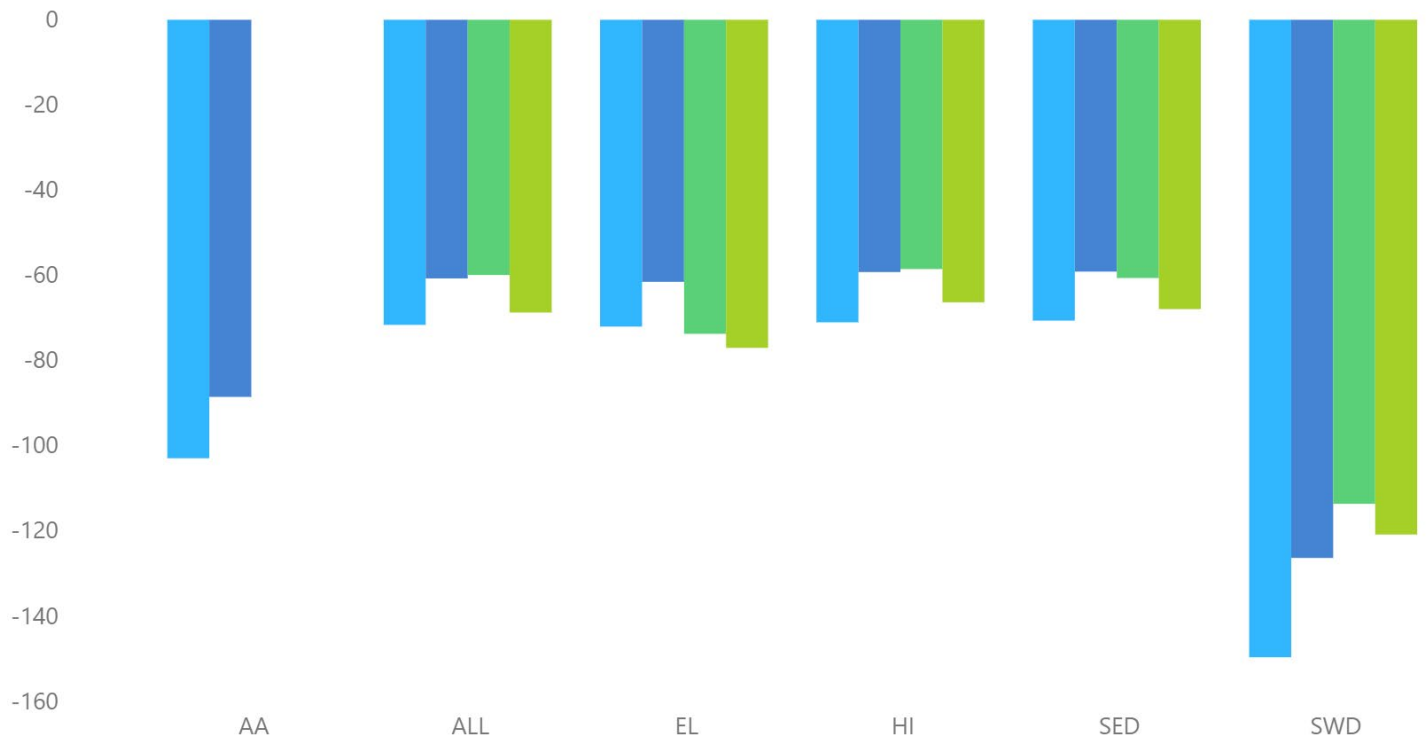
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

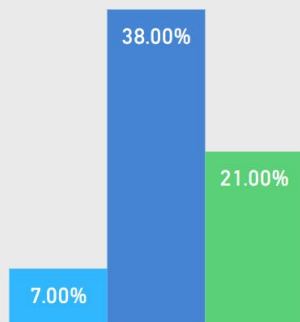
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

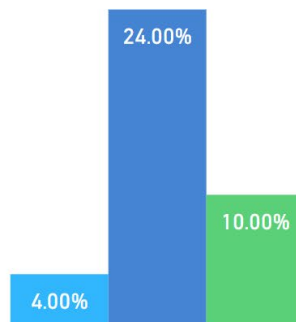
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



4.00%

2016

21.00%

2017

10.00%

2018

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**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Data (3 times per year) Grade Level Winter	23%	33%
Distance from standard – ELA (All Students)	-62.1 points below	-59.1 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Data (3 times per year) Grade Level Winter	19%	33%
Distance from standard – Math (All Students)	-59.9 points below	-56.9 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide teachers with professional learning opportunities to support Tier 1 instruction in reading and math.

>Substitutes will be hired 8 days/per month to provide coverage for teachers to attend targeted PD on-site. Substitute pay calculation: 2 substitutes x 4 days/ month for 7 months (\$10,000)

>Leadership Team will be trained after school for one hour each month; (8 teachers, 2 coaches, 1 program specialist) to support professional development.

Teacher Additional Comp Pay Calculation (Object Code 11500)

6 teachers X 10 hours X \$60 rate of pay = \$3,600 total cost

Instructional Coach Additional Comp Pay Calculation (Object Code 19500)

# 2 Instructional Coach # 10 hours X \$60 rate of pay = \$1,200 total cost

Other Certificated Staff Additional Comp Pay Calculation Program Specialist

# 1 certificated staff X # 10 hours X \$60 rate of pay = \$600 total cost

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	11700	Substitutes
\$3,600	11500	Teacher Additional Comp
\$1,200	19500	Instructional Coach Additional Comp

\$ Amount(s)	Object Code	Description
\$600	19500	Program Specialist Additional Comp

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Students with unfinished learning

### Strategy/Activity

Provide in class, small group instruction in reading and math for EL students and EO students with unfinished learning.

>Bilingual Assistant - Will provide preview/review of classroom instruction, provide Spanish language support, and provide small group instruction for designated English Learners.

>Instructional Assistant - Will work in the primary classrooms with small groups of students who have unfinished learning; phonics, phonemic awareness, sight words, reading, etc.

### Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$22,778	21101	.4375 FTE Instructional Assistant (salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$16,254	21101	.4375 FTE Bilingual Assistant (salary & benefits)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-4 students with unfinished learning in math.

#### Strategy/Activity

Provide targeted, Tier 3 instruction in math 4 days per week.

>Program Specialist is going to pull 3-4 students in grades K-4 for 20 minute sessions to target standards not mastered on classroom common formative assessments.

.30% - Title I – Program Specialist will support the following:

1. Identify students for reading intervention
2. Identify students for math intervention
3. Provide targeted support for students with unfinished learning
4. Assist with assessments and monitoring
5. Ongoing placement and movement from Tier 1, 2,3 as necessary
6. Schedule bilingual staff with classrooms
7. Monitor logs & instruction of the staff
8. Support instructional strategies implemented by the aides

.70% - LCFF – Program Specialist will provide the following:

1. Sort, distribute, read, sign EL/RFEP Monitoring Forms
2. Duplicate, sort, notify collect, forward, file RFEP parent Notification forms
3. ELD Designated Time: Monitor, instructional support,
4. EL Accumulative folders are updated with proper documents
5. Coaching & support of Instructional practices specific to EL learners
6. ELPAC: Train staff on test administration, Proctor & Administer Test
7. CAASPP: Train staff on Test administration, proctor, organize master test schedule, Parent Notification of test
8. CAASPP: Test Security Affidavits, TOMS access & support, IEP/504 Accommodations verifications & input to Illuminate
9. CAASPP: IAB & Digital Library support with teachers and in the classroom

>Instructional materials will be purchased to support Tier 2 and Tier 3 instruction in ELA and math. During PLC collaboration, teachers will identify which supplemental instructional materials they need to best meet the needs of their students in upcoming units in ELA and math. The effectiveness of the instruction use of supplemental instructional materials will be measured by common formative assessments.

### Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$41,012	19101	.3 FTE Program Specialist (salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$95,696	19101	.7 FTE Program Specialist (salary & benefits)
\$10,395	43110	Instructional Materials

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Students will attend the library every week, with unlimited access to check-out books, support in-classroom projects and listen to read-alouds.

>Library Media Assistant – Will provide student support in selecting age appropriate books and research materials to support in-class instruction. Library Media Assistant will support literacy by reading a story to classes and highlighting new authors each week. Library Media Assist will support Kinder teachers with small group media support daily, for 30 minutes.

>Library books- \$5,000: Books will be purchased to support in-class curriculum. Books will also be purchased to support the cultures of our school site.

### Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	42000	Library Books

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$15,255	22601	.4375 FTE Library Media Assistant (salary & benefits)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers will provide small group, Tier 2 instruction in reading and math on a daily basis.

Instructional Material/Supplies - \$24,147: Instructional materials, supplies, and equipment will be purchased to supplement and enhance the core curriculum. The focus will be on soft-bound, culturally responsive, leveled books to supplement the Tier 1 instruction in the classroom, whiteboards for small group instruction and checking for understanding, math manipulatives to support struggling learners understanding of number sense concepts, and other materials and identified by teachers during the PLC collaboration.

Non-Instructional Materials - \$4,000: Ink, masters, laminating film, printers, etc will be used by teachers to support classroom instruction by using equipment available to provide a print rich environment.

>Maintenance Agreements - \$837: Teachers will use the laminator and poster maker to support classroom instruction. Maintenance/ License agreements ensure the equipment (poster maker and laminator) are available and usable to provide a print rich environment.

>Equipment - \$9,620: 5 doc cameras and 3 projectors

### Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$837	56590	Maintenance agreements
\$9,620	44000	Equipment; doc cam, projector
\$15,704	43110	Instructional Materials
\$4,000	43200	Non-instructional supplies



Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 Year 2 Implementation

1. Professional development was provided to teachers monthly during our designated staff development meetings. PD was provided to increase academic instruction. Professional development focused on integrated EL strategies, CAFE, SIPPS, Eureka Math and the PLC process. Our Coach and Program Specialist provided follow-up support in the classrooms on a weekly basis.
2. Provided students with opportunities to increase reading proficiency through literacy and intervention programs (Library Media Assist, SIPPS, Fountas & Pinnel) and leveled books in classrooms and at home.
3. Our instructional assistant and Bilingual Assistant provided targeted support to our students in K-3 on a daily basis. The assistants worked collaboratively for 30 minutes in each K-3 classroom, to directly supplement the instruction in the classroom.
4. The instructional materials purchased, directly supported classroom instruction and our supplemental programs.

#### 2019-2020 Year 3 Implementation

1. Professional development and collaboration was provided during the instructional day, utilizing substitute teachers.
2. Our instructional assistant and Bilingual Assistant provided targeted support to our students in K-3 on a daily basis. The assistants worked collaboratively for 30 minutes in each K-3 classroom, to directly supplement the instruction in the classroom.
3. Program Specialist pulled 3-4 students in grades K-6 for mini-sessions to target standards not mastered; based on classroom common formative assessments and i-Ready data.
4. Students attended the library every week, with unlimited access to check-out books, and listen to a read-aloud.

#### 2018-2019 Year 2 Effectiveness

1. Professional Development was provided in a timely manner and attended by all teachers, as evidenced by agendas. Taught strategies were observed being utilized in the classroom. The Coach and Program Specialist effectively provided follow-up support to ensure implementation of taught strategies, as evidenced by logs.

2. Teachers, Library Media Assist and staff provided students with opportunities to increase reading proficiency using SIPPS, Fountas & Pinnel and leveled libraries as evidenced by library schedule, book circulation, intervention schedule, PLC meeting notes
3. The Instructional Assistant and Bilingual Assistant effectively provided in-class support for our K-3 students as evidenced by classroom observations, schedules, and logs.
4. Instructional materials purchased were directly aligned and supported classroom instruction and supplemental programs, as evidenced by purchase orders.

### **2019-2020 Year 2 Effectiveness**

1. PD was partially effective. We were unable to hire subs for the first two months of school and then it was difficult to secure subs. Due to the implementation of two new curriculums, many teachers did not want to be out their classrooms.
2. The Instructional Assistant and Bilingual Assistant effectively provided in-class support for our K-3 students as evidenced by classroom observations, schedules, and logs.
3. Program Specialist consistently pulled 3-4 students in grades K-6 and reported increased achievement for the targeted students.
4. There was a lapse in weekly service to the library, for about 2 months due our library media assist resigning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

### **2018-2019 Year 2 Material Changes**

1. none
2. none
3. none
4. none

### **2019-2020 Year 3 Material Changes**

1. none
2. none
3. none
4. none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

**2018-2019 Year 2 Future Changes**

1. New diagnostic monitoring system will be implemented; i-Ready. PD will be focused on new curriculum utilizing teacher release time for lesson studies and collaboration
2. none
3. none
4. none

**2019-2020 Year 3 Future Changes**

1. We will reduce the number of PD days per month.
2. none
3. none
4. none

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Spanos' suspension rate for all students will decrease from 5% to 4%, as measured by Suspensions on the Dashboard in Spring 2021.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

Spanos' Chronic Absenteeism rate for all students will decrease from 7% to 5%, as measured by Chronic Absenteeism on the Dashboard in Spring 2021.

**Identified Need****Chronic Absenteeism:**

2017 7.6%

2018 9.9%

2019 8.35%

2020 6.86% (prelim)

**Attendance:**

18-19 P1 97.05%

19-20 P1 97.4%

**Suspension Rate:**

2016 5.5

2017 5.10

2018 2.3

2019 4.64

**Incidents by Subgroups:**

AA: 7

H: 8

SPED: 7

EL: 7

Homeless: 5

# Suspension Rate

All Students  
percent of unduplicated suspension

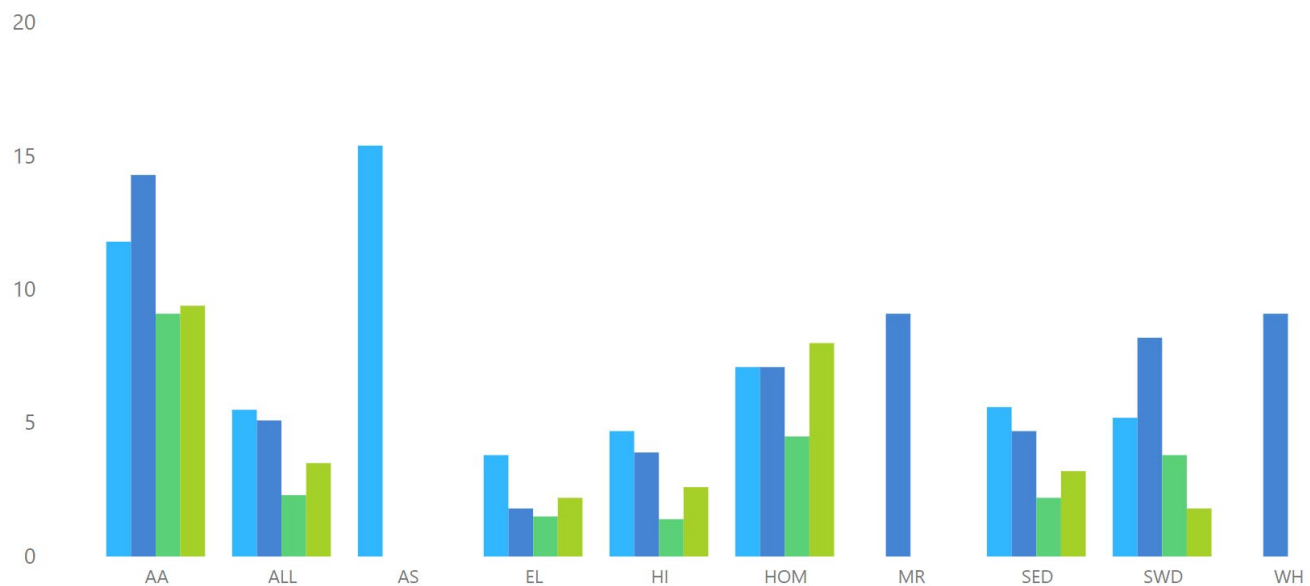


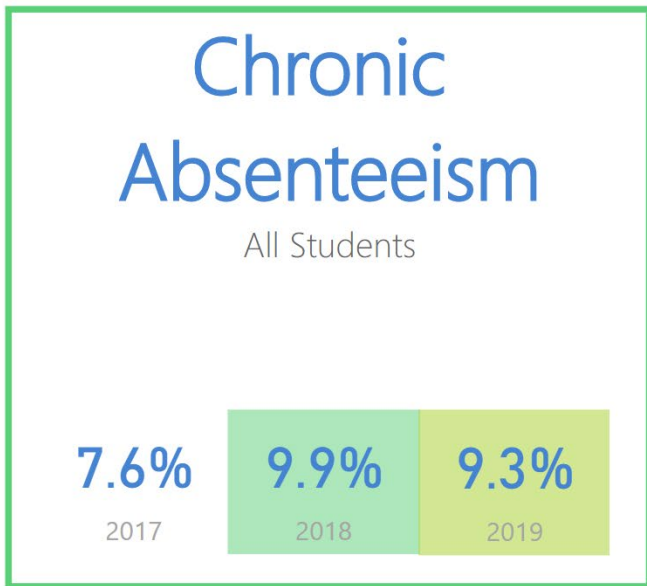
# Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

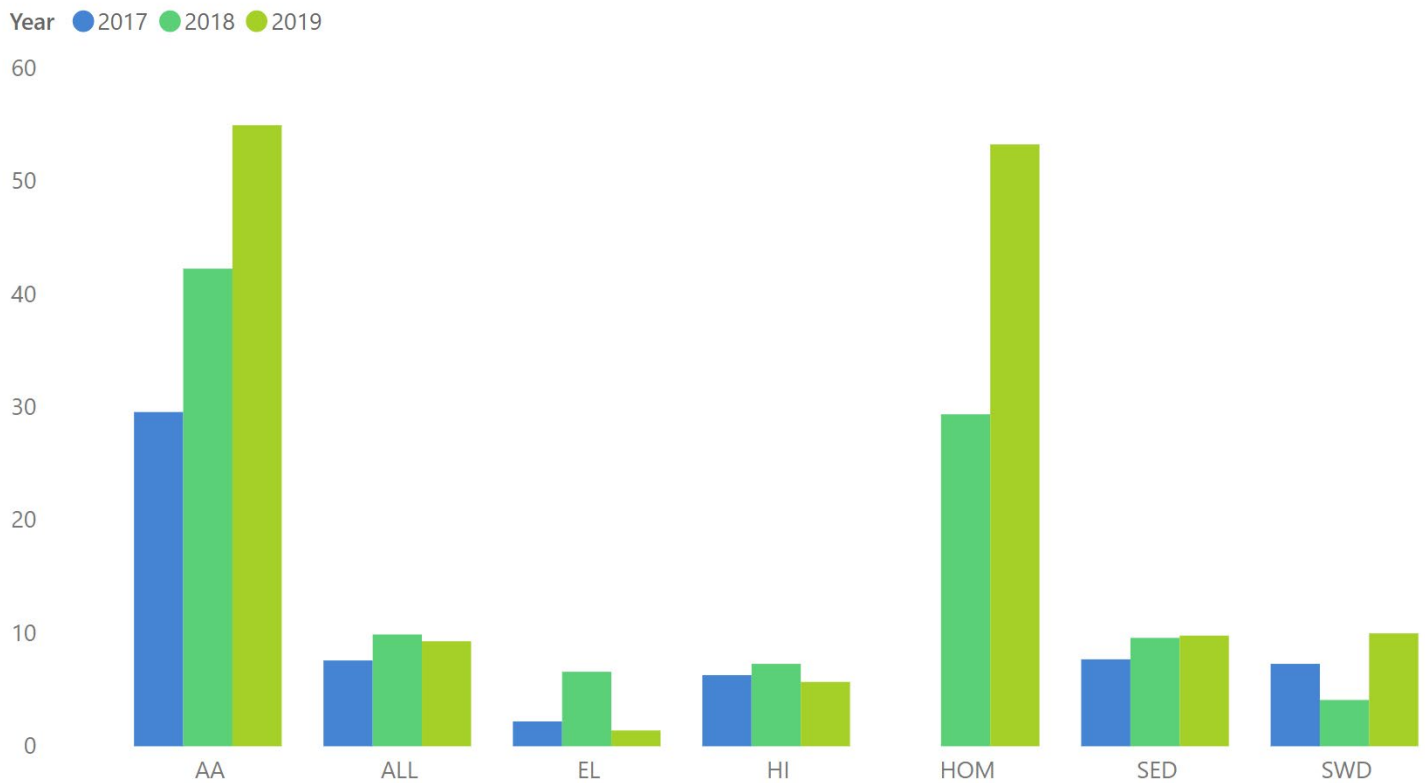
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year





## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1 attendance reports (All students)	97.4%	97.6%
Suspension (All students)	2%	2%
Chronic absenteeism (All students)	9.4%	8.4%

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

Tier 2 &amp; 3 students with at risk-behavior

Provide targeted students with social and emotional resources, that positively impacts student learning through targeted on-line support lessons.

> Program Suite 360 is a digital character development and behavior intervention program. Suite 360 is a restorative justice program for students who need extra support with conduct and behavior. Suite 360 Intervention is web and mobile program for suspension and detention, allowing schools to assign modules related to a student's infraction. Spanos students will be assigned a lesson and/or module related to the infraction as a means of restorative practices. This program is research based and has proven to decrease the number of suspensions, detentions, and office referrals.

**Proposed Expenditures for this Strategy/Activity 1**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$3,000	58450	License Agreement: Suite 360

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 Year 3

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

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 Year 2 Implementation

1. Our school counselor provided students with social and emotional supportive resources that positively impacted student learning through the following; classroom presentations, monthly PLUS team, and quarterly PBIS assemblies and incentives. CARE and SST meetings were held monthly to support our students, teachers, and parents.

#### 2019-2020 Year 3 Implementation

1. Suite 360 was implemented beginning in November. The program was consistently used with our tier 2 and 3 students.

#### 2018-2019 Year 2 Effectiveness

1. The school counselor was on site 5 days per week, which resulted in more direct services to students. Counseling sessions were provided periodically throughout the year, but not systematically. The PLUS team met monthly and effectively collaborated with the PBIS Team to implement positive incentives for our students. CARE/SST meetings were held every month and were well attended by parents, as evidenced by our schedules and meeting notes. Our suspension rate did decrease and our attendance rate is one of the highest in the District.

#### 2019-2020 Year 3 Effectiveness

1. Students were engaged in the program and it supported the counseling provided by admin. Students reported that they enjoyed the lessons and they were able to successfully answer the exit questions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### 2018-2019 Year 2 Material Changes

1. none

#### 2019-2020 Year 3 Material Changes

1. none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

**2018-2019 Year 2 Future Changes**

1. Small group counseling and in-class presentations will be more consistent and the counselor will work closely with CWA to support our Chronic Absentees.
2. PLUS team will meet weekly to support PBIS.

**2019-2020 Year 3 Future Changes**

1. none

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, the percentage of Spanos' families participating in school sponsored activities (parent teacher conferences, family events, etc.) will increase from 40% to 50%, as measured by sign-in sheets.

## Identified Need

Meaningful Partnerships:

Sign-in sheets:

Parent Conferences – 45%

Family Events – 45%

Parent Coffee- 10%

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets	30%	50%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents/Guardians

### Strategy/Activity

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. Focus will be on math support at home, as requested by parents.

Parent Meeting - \$1,339: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,000: Materials (e.g. paper, books, manipulatives, flashcards) for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,339	43400	Parent Meeting
\$1,000	43200	Non-Instructional Materials



Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 3

## SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 Year 3

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

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 Year 2 Implementation

Parents were provided with support and resources that empowered them be engaged in their student's learning through the following; parent/teacher conferences, Academic Meetings with Parent and Teachers (AMPT), monthly parent coffees, and after school events. Victor Services provided support to 10 families and Chaplain Bob's Center was referred to several families. Parent communication is provided in English and Spanish via newsletters, fliers, and School Messenger.

#### 2019-2020 Year 3 Implementation

Parents were provided with support and resources that empowered them be engaged in their student's learning through the following; parent/teacher conferences, monthly parent coffees, and the Latino Family Project. Parent communication is provided in English and Spanish via newsletters, fliers, and Blackboard

#### 2018-2019 Year 2 Effectiveness

The parent trainings are well attended as evidenced by our sign-in sheets.

Parent feedback regarding the trainings are positive overall.

Parents would like English classes provided on-site.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### 2019-2020 Year 3 Effectiveness

The parent trainings are well attended as evidenced by our sign-in sheets.

Parent feedback regarding the trainings are positive overall.

Parents would like English classes provided on-site

#### 2018-2019 Year 2 Material Changes

none

**2010-2020 Year 3 Material Changes**

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

**2018-2019 Year 2 Future Changes**

Victor Services will not provide support for the 19-20 school year.

AMPT meetings will be restructured into student led conferences.

Assistant Principal will provide weekly parent trainings based on the Latino Reading Project and new math standards (8-week course).

**2019-2020 Year 3 Future Changes**

None

# 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	\$119,690
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$257,290

## 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 (\$)
Title I	\$119,690

Subtotal of additional federal funds included for this school: \$119,690

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	\$137,600

Subtotal of state or local funds included for this school: \$137,600

Total of federal, state, and/or local funds for this school: \$257,290

## Budget Spreadsheet Overview – Title I

SPANOS			TOTAL ALLOCATION					\$	117,351	
Preliminary Budget Allocation - TITLE I			TOTAL BUDGET DISTRIBUTED BELOW					\$	116,991	
FISCAL YEAR 2020-21			TO BE BUDGETED (Should be \$0.)						360	
			50647 TOTAL ALLOCATION					\$	2,339	
			TOTAL BUDGET DISTRIBUTED BELOW					\$	2,339	
			TO BE BUDGETED (Should be \$0.)						0	
Object	Description	FTE	TITLE I					TOTAL BUDGET		
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS			
Personnel Cost-Including Benefits										
11500	Teacher - Add Comp		\$	3,600				\$	3,600	
11700	Teacher Substitute		\$	10,000				\$	10,000	
12151	Counselor							\$	-	
13201	Assistant Principal							\$	-	
19101	Program Specialist		\$	41,012				\$	41,012	
19101	Instructional Coach							\$	-	
19500	Instr. Coach-Add Comp		\$	1,200				\$	1,200	
	OTHER Certificated		\$	600				\$	600	
21101	Instructional Assistant	0.4357	\$	22,778				\$	22,778	
21101	CAI Assistant							\$	-	
21101	Bilingual Assistant							\$	-	
24101	Library Media Clerk							\$	-	
29101	Community Assistant							\$	-	
	OTHER Classified							\$	-	
30000	Statutory Benefits							\$	-	
Sub Total - Personnel/Benefits			\$	79,190	\$	-	\$	-	\$	79,190
Books & Supplies										
42000	Books		\$	5,000				\$	5,000	
43110	Instructional Materials		\$	15,704				\$	15,704	
43200	Non-Instructional Materials		\$	4,000			\$	1,000	\$	5,000
43400	Parent Meeting						\$	1,339	\$	1,339
44000	Equipment		\$	9,260				\$	9,260	
43150	Software							\$	-	
	OTHER							\$	-	
	OTHER							\$	-	
Sub Total-Supplies			\$	33,964	\$	-	\$	-	\$	2,339
Services										
57150	Duplicating							\$	-	
57250	Field Trip-District Trans							\$	-	
57160	Nurses							\$	-	
56590	Maintenance Agreement		\$	837				\$	837	
56530	Equipment Repair							\$	-	
52150	Conference							\$	-	
58450	License Agreement				\$	3,000		\$	3,000	
58720	Field Trip-Non-District Trans							\$	-	
58920	Pupil Fees							\$	-	
58100	Consultants-instructional							\$	-	
58320	Consultants-Noninstructional							\$	-	
	OTHER							\$	-	
	OTHER							\$	-	
Sub Total-Services			\$	837	\$	-	\$	3,000	\$	-
GRAND TOTAL			\$	113,991	\$	-	\$	3,000	\$	-
							\$	2,339		

## Budget Spreadsheet Overview – LCFF

SPANOS								
Preliminary Budget Allocation - LCFF					TOTAL ALLOCATION		\$	137,600
FISCAL YEAR 2020-21					TOTAL BUDGET DISTRIBUTED BELOW		\$	137,600
					TO BE BUDGETED (Should be \$0.)			0
Object	Description	FTE	LCFF				TOTAL BUDGET	
			23030	23020	23034	23035		
			GOAL #1	GOAL #1	GOAL #2	GOAL #3		
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER		
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp						\$	-
11700	Teacher Substitute						\$	-
12151	Counselor						\$	-
13201	Assistant Principal						\$	-
19101	Program Specialist		\$	95,696			\$	95,696
19101	Instructional Coach						\$	-
19500	Instr. Coach-Add Comp						\$	-
	OTHER Certificated						\$	-
21101	Instructional Assistant						\$	-
21101	CAI Assistant						\$	-
21101	Bilingual Assistant			\$	16,254		\$	16,254
24101	Library Media Clerk		\$	15,255			\$	15,255
29101	Community Assistant						\$	-
	OTHER Classified						\$	-
30000	Statutory Benefits						\$	-
Sub Total - Personnel/Benefits			\$	110,951	\$	16,254	\$	-
			\$	-	\$	-	\$	-
Books & Supplies								
42000	Books						\$	-
43110	Instructional Materials		\$	10,395			\$	10,395
43200	Non-Instructional Materials						\$	-
43400	Parent Meeting						\$	-
44000	Equipment						\$	-
43150	Software						\$	-
	OTHER						\$	-
	OTHER						\$	-
Sub Total-Supplies			\$	10,395	\$	-	\$	-
			\$	-	\$	-	\$	-
Services								
57150	Duplicating						\$	-
57250	Field Trip-District Trans						\$	-
57160	Nurses						\$	-
56590	Maintenance Agreement						\$	-
56530	Equipment Repair						\$	-
52150	Conference						\$	-
58450	License Agreement						\$	-
58720	Field Trip-Non-District Trans						\$	-
58920	Pupil Fees						\$	-
58100	Consultants-instructional						\$	-
58320	Consultants-Noninstructional						\$	-
	OTHER						\$	-
	OTHER						\$	-
Sub Total-Services			\$	-	\$	-	\$	-
			\$	-	\$	-	\$	-
GRAND TOTAL			\$	121,346	\$	16,254	\$	-
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# **Amendments**

## **Version 2 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

## 2021-2022 School/SMART Goals

### Goal 1:

**ELA:** By EOY 2022, per iReady Diagnostic 3 Results Report, the percentage of students performing 2 or more grade levels below will decrease students will decrease by 10%, from 39% to 29%.

**EL:** By EOY 2022, per ELPAC, increase the number of students who reclassify by 10 students.

**Math:** By EOY 2022, per iReady Diagnostic 3 Results Report, the percentage of students performing 2 or more grade levels below will decrease students will decrease by 10%, from 30% to 20%.

### Strategy/Activity 1

#### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Provide teachers with additional professional learning and collaboration opportunities to support Tier 1 instruction in reading and math.

>Teacher additional Comp Pay Calculation (Object Code 11500) for all certificated staff (17 teachers).  
17 teachers X 23 hours x \$60= \$23,460

#### 2021-2022 Strategy Update

Provide teachers with professional learning and collaboration opportunities to support Tier 1 instruction in reading and math.

>Substitutes will be hired 2 days/per month to provide coverage for teachers to attend targeted PD on-site. Substitute pay calculation: 1 substitutes x 2 days/ month for 5 months (\$1750)

>Leadership Team will be trained after school for 2 hours each month; (4 teachers, 2 coaches, 1 program specialist) to support professional development.

Teacher Additional Comp Pay Calculation (Object Code 11500)

4 teachers X 14 hours X \$60 rate of pay = \$3600 total cost

Instructional Coach Additional Comp Pay Calculation (Object Code 19500)



2 Instructional Coaches X 10 hours X \$60 rate of pay = \$1200 total cost

Other Certificated Staff Additional Comp Pay Calculation (Program Specialist)

1 certificated staff (program specialist) X 10 hours X \$60 rate of pay = \$600 total cost

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
7,150	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

#### CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

Provide in class, small group instruction in reading and math for EL students and EO students with unfinished learning.

Bilingual Assistant (.4357 FTE) – Will provide preview/review of classroom instruction, provide Spanish language support, and provide small group instruction for designated English Learners. Bilingual Assistant will provide support 3.5 hrs./day (Object Code 21101, \$27,453).

Instructional Assistant (.4375 FTE) - Will work in the primary classrooms with small groups of students who have unfinished learning; phonics, phonemic awareness, sight words, reading, etc. Instructional Assistant will provide support 3.5 hrs/day (Object Code 21101, \$27,453)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
27,453	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
27,453	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------

0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide targeted, Tier 3 instruction in math 4 days per week.

>Program Specialist (1 FTE) is going to pull 3-4 students in grades K-4 for 20 minute sessions to target standards not mastered on classroom common formative assessments.

.50% - Title I – Program Specialist will support the following:

1. Identify students for reading intervention
2. Identify students for math intervention
3. Provide targeted support for students with unfinished learning
4. Assist with assessments and monitoring
5. Ongoing placement and movement from Tier 1, 2,3 as necessary
6. Schedule bilingual staff with classrooms
7. Monitor logs & instruction of the staff
8. Support instructional strategies implemented by the aides

.50% - LCFF – Program Specialist will provide the following:

1. Sort, distribute, read, sign EL/RFEP Monitoring Forms
2. Duplicate, sort, notify collect, forward, file RFEP parent Notification forms
3. ELD Designated Time: Monitor, instructional support,

4. EL Accumulative folders are updated with proper documents
5. Coaching & support of Instructional practices specific to EL learners
6. ELPAC: Train staff on test administration, Proctor & Administer Test
7. CAASPP: Train staff on Test administration, proctor, organize master test schedule, Parent Notification of test
8. CAASPP: Test Security Affidavits, TOMS access & support, IEP/504 Accommodations verifications & input to Illuminate
9. CAASPP: IAB & Digital Library support with teachers and in the classroom

>Instructional materials/supplies will be purchased to support Tier 2 and Tier 3 instruction in ELA and math; \$11,316.

During PLC collaboration, teachers will identify which supplemental instructional materials they need to best meet the needs of their students in upcoming units in ELA and math. The effectiveness of the instruction use of supplemental instructional materials will be measured by common formative assessments.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
78,812	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
11,316	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
78,812	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

### CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students will attend the library every week, with unlimited access to check-out books, support in-classroom projects and listen to read-alouds.

>Library Media Assistant (.4375 FTE) – Will provide student support in selecting age appropriate books and research materials to support in-class instruction. Library Media Assistant will support literacy by reading a story to classes and highlighting new authors each week. Library Media Assist will support Kinder teachers with small group media support daily, for 30 minutes.

>Books: \$2,000: Culturally responsive books will be purchased for our library, to provide our students a more inclusive reading experience, that will support in-class instruction.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,000	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
30,479	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 5

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

Teachers will provide small group, Tier 2 instruction in reading and math on a daily basis.

Instructional Material/Supplies - \$3,016: Instructional materials, supplies, and equipment will be purchased to supplement and enhance the core curriculum. The focus will be on soft-bound, culturally responsive, leveled books to supplement the Tier 1 instruction in the classroom, whiteboards for small group instruction and checking for understanding, math manipulatives to support struggling learners understanding of number sense concepts, and other materials and identified by teachers during the PLC collaboration.

Equipment: \$17,600: Doc cams, iPads, and projectors will be purchased to support Tier 2 and Tier 3 instruction. The flexibility to move around remotely with the wireless doc cam and iPad will allow for greater differentiation and student feedback.



Non-Instructional Materials - \$2,000: Ink, masters, laminating film, printers, etc will be used by teachers to support classroom instruction by using equipment available to provide a print rich environment.

Maintenance Agreements - \$837: Teachers will use the laminator and poster maker to support classroom instruction. Maintenance agreements ensure the equipment (poster maker and laminator) are available and usable to provide a print rich environment.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
19,600	4000 Series	Books & Supplies
837	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,016	4000 Series	Books & Supplies
0	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

#### CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 6

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### 2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 2:

School Climate& Academic Engagement SMART Goals:

Spanos' suspension rate will decrease from 2% to 1%, as measured by Suspensions on the Dashboard in Spring 2022.

Spanos' Chronic Absenteeism rate will decrease from 10% to 8%, as measured by Chronic Absenteeism on the Dashboard in Spring 2022.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Support Tier 2 & 3 students with at risk-behavior and at-risk attendance.

> During our SPSA evaluation (20-21) we determined based on student referral data and student usage, that Program Suite 360 (a digital character development and behavior intervention program) was not effective and we've ended our contract.

Our strategy moving forward, (21-22) will be to provide targeted students with social and emotional resources, that positively impacts student learning through specialized support from our CARE team; counselor, CWA Liaison, assistant principal and principal.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Personnel Costs (including benefits)
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\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.



## Goal 3:

The percentage of Spanos' families participating in school sponsored activities (parent conference, workshops, family events, etc.) will increase from 40% to 50%, as measured by sign-in sheets.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Parent Involvement funds supported books and parent meetings.

Total Goal 3, Title I Parent Involvement funds is \$2,620.

2021-2022 Strategy Adjustment

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. Focus will be on math support at home, as requested by parents.

Parent Meeting - \$1,274: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,000: Materials (e.g. paper, books, manipulatives, flashcards) for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Books - \$346: Books will be given to parents during coffee hours and trainings. The books will support the strategy/focus of the meetings.



## 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,620	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

# 2020-2021 Budget Spreadsheet

SPANOS 280

SPANOS 280

				7/28/2020				INITIAL BUDGET/DATE								3/9/2021				REVISED BUDGET/DATE				50647 inc by \$273			
TITLE I		TOTAL ALLOCATION		\$ 141,168		LCFF		TOTAL ALLOCATION		\$ 137,600		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 2,630											
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 141,168				TOTAL BUDGET DISTRIBUTED BELOW		\$ 137,600				TOTAL BUDGET DISTRIBUTED BELOW		\$ 2,620											
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		10											

Object	Description	FTE	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS							
Personnel Cost-Including Benefits																		
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 27,417	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 27,417	
11700	Teacher Substitute (incl benefits)	0.000	\$ 10,000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 10,000	
12151	Counselor	0.000		0.000	0.000	0.450	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.450	\$ 0		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
12500	Counselor-add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
13201	Assistant Principal	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
19101	Program Specialist	0.300	\$ 31,400	\$ 75,361	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 106,762		
30000	Statutory Benefits	0.000	\$ 12,263	\$ 23,998	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 600	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
19101	Instructional Coach	0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
19500	Instr Coach-Add Comp (incl benefits)	0.000	\$ 1,200	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 1,200		
21101	Instructional Asst/CAI	0.438	\$ 18,307	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.438	\$ 18,307		
30000	Statutory Benefits	0.000	\$ 2,890	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
21500	Instr Asst/CAI -Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
21101	Bilingual Assistant	0.000		0.000	0.000	0.438	\$ 14,457	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.438	\$ 14,457		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	\$ 1,355	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
21500	Bit Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
22601	Library Media Assistant	0.000	0.438	\$ 14,288	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.438	\$ 14,288		
30000	Statutory Benefits	0.000		\$ 1,609	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
22901	Community Assistant	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
29101	Parent Liaison	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -		
Sub Total - Personnel/Benefits			\$ 104,077	\$ 115,256	\$ -	\$ 15,812	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 192,432		
Books & Supplies																		
42000	Books		\$ 7,941	\$ -		\$ -	\$ -		\$ -					\$ 1,612		\$ 9,553		
43110	Instructional Materials		\$ 11,693	\$ 6,175	\$ -	\$ -	\$ -		\$ -		\$ -		\$ -		\$ 17,868		\$ 17,868	
43200	Non-Instructional Materials		\$ 4,000	\$ 357	\$ -	\$ -	\$ -		\$ -		\$ -		\$ -		\$ 1,008		\$ 5,365	
43400	Parent Meeting								\$ -		\$ -				\$ -		\$ -	
44000	Equipment		\$ 9,620													\$ 9,620		
Sub Total - Books & Supplies			\$ 33,254	\$ 6,532	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,620	\$ 42,406		
Services																		
57150	Duplicating															\$ -		
57250	Field Trip-District Trans															\$ -		
56590	Maintenance Agreement	\$ 837			\$ -											\$ 837		
52150	Conference	\$ -														\$ -		
58450	License Agreement	\$ -			\$ -			\$ 3,000								\$ 3,000		
58720	Field Trip-Non-District Trans															\$ -		
58920	Pupil Fees															\$ -		
58100	Consultants-Instructional	\$ -														\$ -		
58320	Consultants-Noninstructional															\$ -		
Sub Total - Services			\$ 837	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,837		
GRAND TOTAL			\$ 138,168	\$ 121,788	\$ -	\$ 15,812	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,620				

# 2021-2022 Budget Spreadsheet

2021-2022 BUDGET  
SPANOS - 280 - S2  
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$	141,168	LCFF		TOTAL ALLOCATION		\$	133,760	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	2,620			
TOTAL BUDGET DISTRIBUTED BELOW				\$	141,168	TOTAL BUDGET DISTRIBUTED BELOW				\$	133,760	TOTAL BUDGET DISTRIBUTED BELOW				\$	2,620			
TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0			
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET	
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE
Personnel Cost-Including Benefits																				
*	11500	Teacher - Add Comp (incl benefits)	0.000	\$ 3,600	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 3,600
	11700	Teacher Substitute (incl benefits)	0.000	\$ 1,750	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,750
	12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	13201	Assistant Principal (incl benefits)			0.000		0.000		0.000			0.000			0.000		0.000		0.000	\$ -
	13201	Assistant Principal-add Comp (incl benefits)			0.000		0.000		0.000			0.000			0.000		0.000		0.000	\$ -
	19101	Program Specialist (incl benefits)	0.500	\$ 72,812	0.500	\$ 72,812	0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 145,624
	19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 600	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 600
	19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	19500	Instr Coach-Add Comp (incl benefits)	0.000	\$ 1,200	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,200
	21101	Instructional Asst/CAI (incl benefits)	0.000	\$ 27,453	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 27,453
	21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	21101	Bilingual Assistant (incl benefits)			0.000			\$ 27,453			0.000		0.000		0.000		0.000		0.000	\$ 27,453
	21500	BI Asst-Add Comp (incl benefits)			0.000		0.000		0.000			0.000		0.000		0.000		0.000		\$ -
	22601	Library Media Assistant (incl benefits)			0.000	\$ 30,479			0.000			0.000		0.000		0.000		0.000		\$ 30,479
	22500	Lib Med Asst-Addl Comp (incl benefits)			0.000		0.000		0.000			0.000		0.000		0.000		0.000		\$ -
	22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
	29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 107,415	\$ 103,291	\$ -	\$ 27,453	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 238,159			
Books & Supplies																				
**	43110	Books/Supplies/Materials (less than \$500 per item)	\$ 13,316	\$ 3,016													\$ 346	\$ 3,600		
	43200	Non-Instructional Supply	\$ 2,000														\$ 1,000	\$ -		
	43400	Parent Meeting															\$ 1,274	\$ -		
	44000	Equipment (\$500 - \$4999.99 per item)	\$ 17,600															\$ -		
Sub Total - Books & Supplies			\$ 32,916	\$ 3,016	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,620	\$ 3,600			
Services																				
***	57150	Duplicating																\$ 3,600		
	57250	Field Trip-District/Non-District Trans																\$ 1,750		
****	56590	Maintenance Agreement	\$ 837															\$ -		
	52150	Conference																\$ -		
	58450	License Agreement																\$ -		
****	58920	Pupil Fees																\$ 600		
	58100	Consultants-Instructional/Non-Instructional																\$ -		
Sub Total - Services			\$ 837	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,453			
GRAND TOTAL			\$ 141,168	\$ 106,307	\$ -	\$ 27,453	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,620					

## Assumptions:

\* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPISA.

\*\* State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPISA and budget, supplies/materials will be identified as 43110.

\*\*\*State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPISA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

\*\*\*\*State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPISA and budget, professional learning will be identified as 52150.

\*\*\*\*\* State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPISA and budget consultants will be identified as 58100.

## 2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

### Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: S2

SPANOS K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203842	PROGRAM SPEC	0090	12303021S2	19101	0.7000	0.7000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203842	PROGRAM SPEC	3010	15064321S2	19101	0.3000	0.3000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64160479	LIBRARY MEDIA ASSISTANT	0090	12303024S2	22601	0.4375	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70551572	INSTRUCTIONAL ASST	3010	15064310S2	21101	0.4375	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71258468	BILINGUAL ASST/SPANISH	0091	12302010S2	21101	0.4375	1.0000
TOTALS, THIS LOCATION:										280	2,3125

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN 27203842 New Fund 0.50 FTE LCFF / 0.50 FTE Title 1

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

#### NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On January 14, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval:



DATE:

1/15/21

Report ID: Staff\_Position\_Listing\_NO\_SALARY\_STATE\_FED\_Landsca  
Report Location: CDD \ Accounting\ State and Federal  
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020  
Current Time: 04:05:14  
Page #: 31

## **2020-2021 SPSA Evaluation**

**Spanos School  
2020-2021 School Site Council  
(Spring - 1st Meeting)**

**February 11, 2021, 2:00 p.m., via Zoom**

<https://us02web.zoom.us/j/82544482877?pwd=amxKNVc5THBMRWNIRlAyUIR3UnRmdz09>

Meeting ID: 825 4448 2877

Passcode: 634500

Meeting Notice and Agenda

**Minutes**

**Elected School Site Council Members**

<b>Danielle Valtierra, Principal</b>	<b>Maria Barajas, Parent</b>
<b>Devyn McPherson, Teacher, Chair</b>	<b>Guillermina Jimenez, Parent</b>
<b>Joe Artozqui, Teacher, Secretary</b>	<b>Marina Gonzalez, Parent, Vice Chair</b>
<b>Miguel Orejel, Teacher</b>	<b>Alejandra Abarca, Parent</b>
<b>Angela Asborno, Other Staff</b>	<b>Isabel Perez Bautista, Parent</b>

**Guests**

<b>List Guest Name, Title</b>	
Angelica Ibarra, Assistant Principal	Angelica Castillo
Sue Tran, Counselor	Hector Hernandez Ramirez
	Jose M
	Teodora
Parents (or child's name):	Jaden (Concepcion)
Susana Reynaga Garcia	Gretel
Mrs. De La O	Omar
Juliette Moreno	Kelly
Rafaela	
Irene	
Luis Hernandez-Abarca	

\* SSC Member required to meet secondary composition only and may include a student in place of a parent/community member.

\*\* Agenda Items must match the Notice of Meeting/Agenda verbatim.

\*\*\* Summary of Discussion and Actions include a brief, but concise narrative of the presentation and the highlights and questions/comments presented during the discussion.

AGENDA ITEM**	Summary of Discussion and Actions***
<b>1. Call to Order</b>	<i>Mrs. Valtierra called the meeting to order at 2:00 p.m.</i>
<b>2. Roll Call, Establishment of Quorum, and Introduction</b> (Quorum is established when at minimum 6 members are present for elementary sites and 7 members are present for secondary sites.)	<i>Mrs. Valtierra took member attendance through roll call. The following member attendees were present: Valtierra, Artozqui, Orejel, Asborno, Gonzalez, Abarca, and Bautista.</i>  <i>There were 7 members present, which constituted a Quorum.</i>
<b>3. Public Comments</b>	<i>“No comments received.”</i>
<b>4. Membership</b>	<i>Mrs. Barajas has moved.</i>
<b>5. Review and Approval of Minutes</b> a. 1/14/21	<i>The minutes from the <b>01-14-21</b> meeting were reviewed and approved with no changes. Mr. Orejel made the motion, Mrs. Gonzalez seconded the motion, and all council members voted “aye” in a voice vote.</i>
<b>6. Title I Required Activities</b> a. None	<i>None.</i>



**7. School Plan for Student Achievement – Goal 1, 2, and 3 Strategies and Activities**

- a. Status of 2020-2021 Implementation, Effectiveness (supported by data)
- b. Obtain input on parent involvement and professional development
- c. Proposed Adjustments to 2020-2021 Strategy/Activity/Allocation
- d. Conduct the annual evaluation of the 2020-20201 SPSA
- e. Develop the 2021-2022 SPSA
  - School Goals (SMART Goals)
  - Obtain input and recommendation of strategies/activities

*The principal provided an overview of the 2020-2021 SPSA, strategies and effectiveness.*

*A and D In summary,*

- *Mrs. Valtierra shared her screen and presented the SPSA strategies, goals and effectiveness.*

*Strategy 1: Raising Student Achievement*

- *Substitutes for teachers PD. We were unable to consistently pull teachers due to COVID.*
- *Substitutes for small group instruction. Charity De Parsia target K-3. I-Ready data will be utilized to monitor. Consistently being implemented.*

*Strategy 2: Target EL*

- *Pushing into class or small group. Our instructional and bilingual assistant are supporting our K-3 classes on a daily basis. Students are pulled based on i-Ready and classwork. Successful implementation.*

*Strategy 3: Target Unfinished Learning*

- *Program Specialist is providing targeted 6-8 support to students on a daily basis. Students are identified based on i-Ready and classwork. Successful implementation.*

*Strategy 4:*

- *Library Media Assistant pulling and checking out books to students during distance learning*
- *Books have been purchased and received for the library.*
- *Successful implementation.*

*Strategy 5: Instructional Materials*

- *Monies for instructional materials spent in alignment with SPSA.*
- *Materials sent home to students for distance learning*
- *Successful implementation*

*Goal 2 Strategy 1: School Climate*

- *Suite 360 intervention for behavioral support. In use 2020-2021, but not as much with distance learning.*
- *Inconsistent/unsuccessful implementation of program.*

*Strategy 2: School Counselor*

- *School Counselor: behavior support, PLUS, PBIS, classroom presentations. Data provided during counselor's report.*
- *Successful implementation*

*Goal 3 Strategy 1: Parent Involvement*

- *Parent Involvement. Have not purchased items for meetings, so recommending money be reallocated to purchase books for parents. We are holding meetings virtually each month. Successful in implementing parent meetings.*

*b. Input was received...*

*Parent Meetings*

- *Concepcion: bullying, tolerance, parental guidance toward child's behavior*
- *Orejel: empowering parents voice, knowing rights*
- *De La O: parental information of current kids at risk activities; services, clinics, mental health access awareness for parents*

*c. Proposed corrections or adjustments are...*

*School Plan Strategies Amendments*

*Goal 1 Strategy 1, to Goal 1, Strategy 2: Money for substitutes stays for substitutes, but will be utilized to provide small group instruction.*

*District error for consultant allocation (2500), recommend use for books of diversity.*

*Strategy Goal 3, Strategy 1: Parental involvement money to be spent on books for parents.*

*Concepcion: If she cannot attend meetings, can I receive a book. Valtierra, yes.*

*Mrs. Valtierra asked if there is a Preference for the extra books ordered, English or Spanish?*

*Abarca: Spanish*

*Gonzalez: Spanish, culturally relevant*

*Gretel's mom: both*

*Mr. Orejel made the motion to accept proposed adjustments, Mrs. Gonzalez seconded the motion, and all council members voted "aye" in a voice vote.*

*e. Tabled to next meeting due to time.*

<p><b>8. Comprehensive Needs Assessment (CNA) Status / Decision-Making Model (DMM)</b></p> <p>a. Review the 2020-2021 SPSA Evaluation (to date)</p> <p>b. Review state and local data</p>	<p><i>The principal shared her screen and presented the School Plan Effectiveness via the Data Decision Making Model Form. SPSA strategies were aligned with the data points.</i></p> <ul style="list-style-type: none"> <li><i>Chronic Absenteeism: 14.2%, up significantly; has decreased throughout the year; Counselor, PBIS, PLUS, CWA liaison</i></li> <li><i>Attendance: 94.53%: down 3%</i></li> <li><i>Suspension: 0, due to distance learning</i></li> <li><i>SBAC: no data 2020</i></li> <li><i>i-Ready</i> <ul style="list-style-type: none"> <li><i>ELA: Winter 2019 T1 22% - Winter T1 2020 20%</i></li> <li><i>Math: Winter 2019 T1 19% - Winter T1 2020 19%</i></li> </ul> </li> </ul>
<p><b>9. Local Control Accountability Plan</b></p> <p>a. None</p>	<p>None.</p>
<p><b>1. Announcements/Reports</b></p> <ul style="list-style-type: none"> <li>School Counseling Program</li> <li>DELAC</li> <li>ELAC</li> </ul>	<p><i>Described the announcements/reports.</i></p> <ul style="list-style-type: none"> <li><i>Ms. Tran presented an update on Spanos' School Counseling program. The counseling mission is the same as the school's. Report August 2020-January 2021.</i> <ul style="list-style-type: none"> <li><i>100 Responsive Counseling</i></li> <li><i>1,641 Classroom Lessons</i></li> <li><i>78 Students (CARE/SST/504)</i></li> <li><i>School Climate 6<sup>th</sup>-8<sup>th</sup> Survey Winter Results 2020 &amp; 2021: increases in percentage of positive responses; decrease in Chronic Absenteeism Rate past few months</i></li> </ul> </li> <li><i>Marina complemented Ms. Tran.</i></li> <li><i>DELAC: none</i></li> <li><i>ELAC: none</i></li> <li><i>Parent Coffee Hour: any raffle item would be good, raffle items are motivating; parent duty to attend</i></li> </ul>
<p><b>10. Adjournment</b></p>	<p><i>Mrs. Valtierra adjourned the meeting at 3:00 p.m.</i></p>

## **Comprehensive School Profile Data:**

Spanos Decision Making Model -- Essential Questions **Spring 2021**

<b>Current Performance Level</b>	<b>Gap Analysis Results</b>	<b>Cause Analysis Results</b>	<b>Design &amp; Improvement</b>	<b>Success Assurances</b>	<b>Implementation &amp; Evaluation</b>
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>

**Goal 2: School Culture**

<p><b>Chronic Absenteeism:</b>  2017 7.6%  2018 9.9%  2019 8.35%  2020 6.86%  2121 14.2%</p> <p><b>Attendance:</b>  18-19 P1 97.05%  19-20 P1 97.4%  20-21 P1 94.53%</p> <p><b>Suspension Rate:</b>  2016 5.5  2017 5.10  2018 2.3  2019 4.64  2020 0</p> <p><b>Incidents by Subgroups:</b>  AA: 7  H: 8  SPED: 7  EL: 7  Homeless: 5</p>	<p>Keeping students engaged and connected through distance learning has been challenging.</p> <p>Suspension rate data is zero due to distance learning.</p>	<p>PBIS and PLUS team implemented an incentive program every 2-3 months for positive attendance and engagement. Collaboration with counselor, admin, and CWA liaison.</p> <p>Full time counselor and AP supporting Tier 1 support for behavior. Implementation of Suite360 for Tier 2 behaviors. Mental Health Clinician supporting Tier 3 students.</p>	<p>Allocate PBIS funds to support attendance incentives for multiple years. Continue systems for admin, counselor, and CWA to support students at risk for low attendance.</p> <p>Continue in-class presentations, restorative practices and targeted, on-line Tier 2 behavior support students.</p>	<p>PBIS funds aligned with attendance goals and incentive program.</p> <p>Full-time counselor, AP, mental health clinician and Suite360 program to support positive behavior culture.</p>	<p>Monitor and evaluate monthly attendance rates. Held weekly attendance meetings with CWA, counselor, Principal and AP to discuss strategies and develop action plans.</p> <p>Monitor and evaluate monthly suspension rates, PLUS surveys, and office referrals. N/A for 20-21 year. Monitor schedule and implementation of in-class presentations.</p>
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<p><b>Goal 1: Student achievement</b></p> <p><b>SBAC ELA Data:</b>  2016 18%  2017 20.52%  2018 23.37%  2019 22.3%</p> <p><b>SBAC Math Data:</b>  2016 18%  2017 22.26%  2018 24.83%  2019 19.35%</p> <p><b>Reclassification Rate:</b>  2016 9.7%  2017 16.4%  2018 21.2%  2019 31.8%</p> <p><b>MAP ELA Data:</b>  2017 17%  2018 22%  2019 19%</p> <p><b>MAP Math Data:</b>  2017 11%  2018 25%  2019 21%</p>	<p>Consistently making slow progress in ELA, with a slight decrease in 2019.</p> <p>Consistently making slow progress in math, with a significant decrease in 2019.</p> <p>Consistently making strong gains in our RFEP rate.</p>	<p>Students have access to library books for at home reading. Spanos has the 8<sup>th</sup> largest book circulation in the district.</p> <p>Teachers work weekly within their PLC to analyze data and plan lessons/reteach to support their students in ELA and math.</p> <p>Bilingual assistant provides support to K-3 EL students. Program Specialist provided support in math to 6<sup>th</sup>-8<sup>th</sup> grade students.</p>	<p>Students will have access to library books for at home reading.</p> <p>Enhance curriculum through updating technology and purchasing classroom supplies.</p> <p>Conduct monthly classroom walkthroughs, gather data, and develop teacher PD.</p> <p>Instructional assistants provided targeted support to K-3 students in reading and math.</p> <p>Provide Tier 3 support in reading and math for K-2 students on a daily basis, throughout the year.</p> <p>Monitor ELD implementation and develop targeted PD.</p>	<p>Substitute provided small group support for students with learning gaps.</p> <p>Library media-clerk will provide library book access to students on a weekly basis. Purchase new books for library.</p> <p>Purchase equipment; doc cams, short throw projectors, printers, headphones. Purchase classroom supplies.</p> <p>Pay Leadership Team (teachers, program spec, coaches) additional comp. per month, to support PD development.</p> <p>Bilingual assistant and instructional assistant will provide targeted student support in grades K-3.</p> <p>Program Specialist will provide Tier 3 support in reading and math. Program</p>	<p>Develop schedule for substitutes and coaches. Monitor notes from collaboration and PLC.</p> <p>Monitor book circulation and library schedule. Limited circulation for 20-21 due to virtual learning.</p> <p>Monitor budget.</p> <p>Review i-Ready data, PLC notes, and PD feedback.</p> <p>Review RFEP rates and ELPAC scores.</p>
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<p><b>i-Ready ELA:</b>  <b>Winter 2019</b>  Tier 1 22%  Tier 2 40%  Tier 3 38</p> <p><b>Winter 2020:</b>  Tier 1 20% (F 23%)  Tier 2 40% (F 33%)  Tier 3 40% (F 44%)</p> <p><b>i-Ready Math :</b>  <b>Winter 2019</b>  Tier 1 19%  Tier 2 58%  Tier 3 24%</p> <p><b>Winter 2020:</b>  Tier 1 19%  Tier 2 46%  Tier 3 35%</p> <p><b>Goal 3: Meaningful Partnerships</b></p> <p>Parent involvement is limited to a consistent 15-20 parents</p>	<p>Slight decrease in Tier 1 ELA from 2019 to 2020.</p> <p>Tier 1 maintained and Tier decreased in math from 2019 to 2020.</p> <p>We'd like to see at 20% increase in parent participation.</p>	<p>Language barrier continues to be a challenge. Bilingual support is provided and we are exploring later meeting times, possibly virtual.</p>	<p>We are going to provide parents with a forum to identify the strategies/support that they would like during workshops/parent coffee hours</p>	<p>Specialist will monitor and support ELD program.</p> <p>To support RFEP rate, a sub will be hired using LCFF funds to give the ELPAC.</p> <p>Provide light snacks and refreshments and academic materials for implementation. Build in parent strategies during parent teacher conferences.</p>	<p>Monitor targeted students' i-Ready data.</p> <p>Monitor and evaluate identified students i-Ready and classroom assessments. Roving sub provided small group tutoring for identified students.</p> <p>Continue to seek input from parents and plan according to their feedback.</p>
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Continuous Improvement: Decision Making Model -- Essential Questions





# Progress

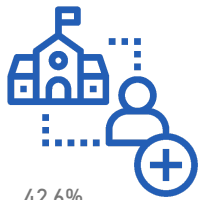
school search

Spanos Elementary

2020-2021

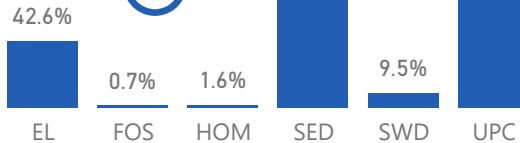
**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



432

Enrollment



Winter

## Academics



Participation

100%

ELA: K-11

On-Track

26%

Percent



Participation

100%

Math: K-8

On-Track

20%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



## English Learners

ELPAC IA

96%

Percent GL Tested

ELPAC IA

23

Total Tested

Reclassification



RFEP ● Complete ● Eligible

## Curriculum:

Tests Administered Through January

Benchmark

311

Total Test Count

Ready Class

1254

Total Test Count

Saavas

(Blank)

Total Test Count



Plus Survey

## School Climate

94.7%

12.6%

87.4%



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

December

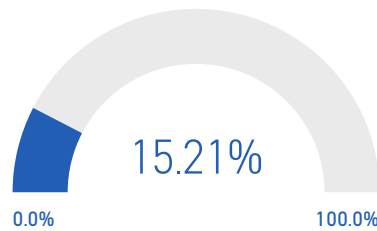
## Engagement



CWA

9

Parent Outreach



Chronic Absenteeism

# Enrollment

school search

Spanos Elementary

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

-2↓

Dec-Jan change

01-Aug

441

Enrollment

06-Jan

430

Enrollment

02-Sep

434

Enrollment

03-Oct

434

Enrollment

04-Nov

434

Enrollment

05-Dec

432

Enrollment

SUSD RA v1.1

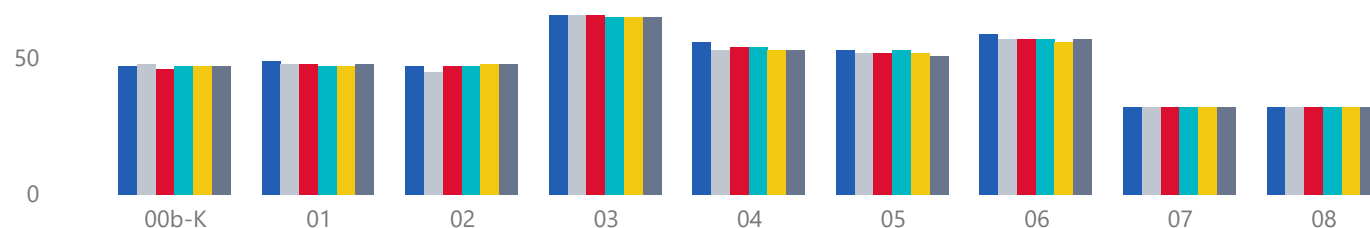
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

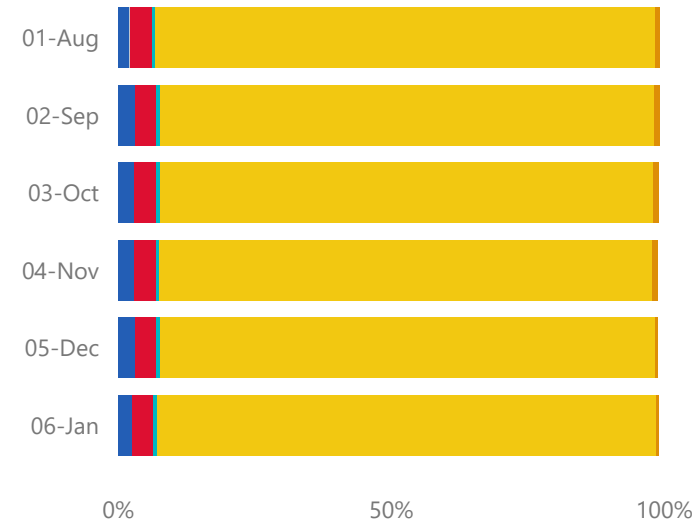
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



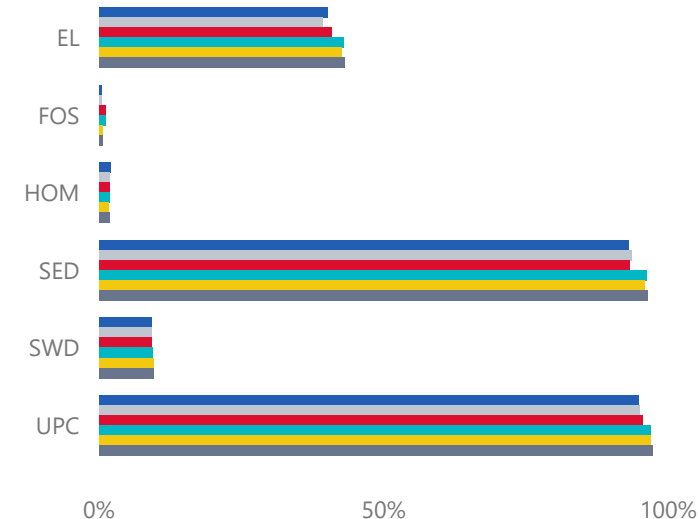
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Rate Change:  
Chronic Abs

0

Nov - Dec change

01-Aug	01-Aug
16.70%	73
Rate	Count
02-Sep	02-Sep
14.90%	66
Rate	Count
03-Oct	03-Oct
17.04%	76
Rate	Count
04-Nov	04-Nov
15.44%	69
Rate	Count
05-Dec	05-Dec
15.21%	68
Rate	Count

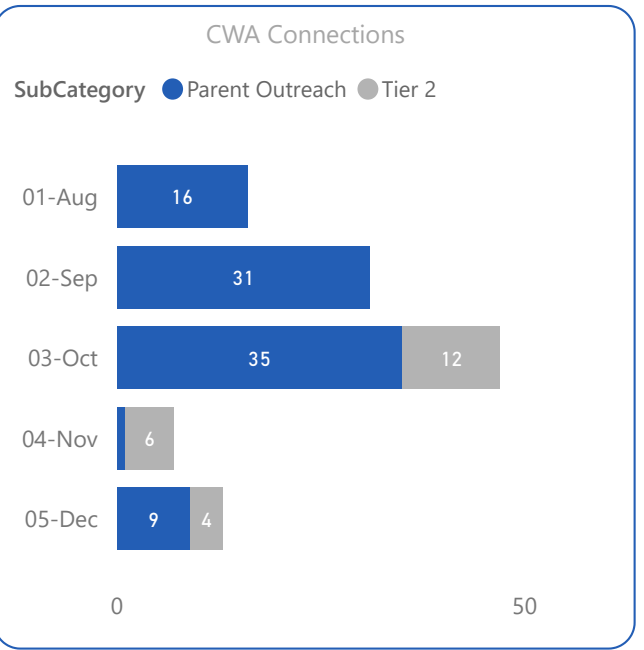
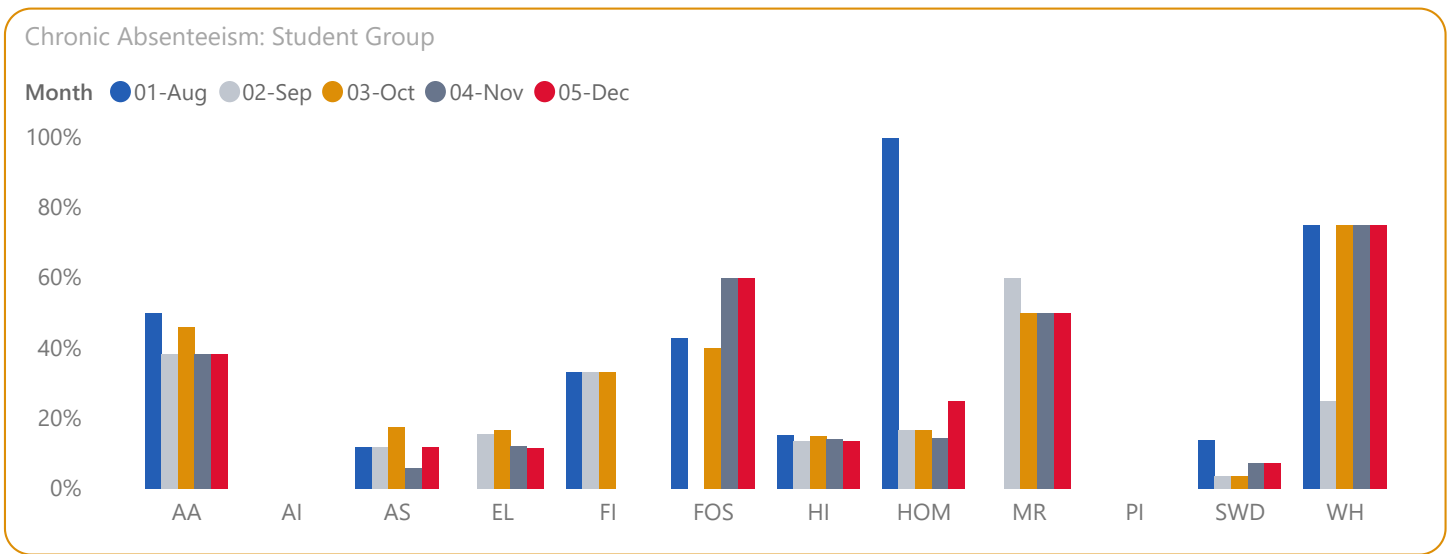
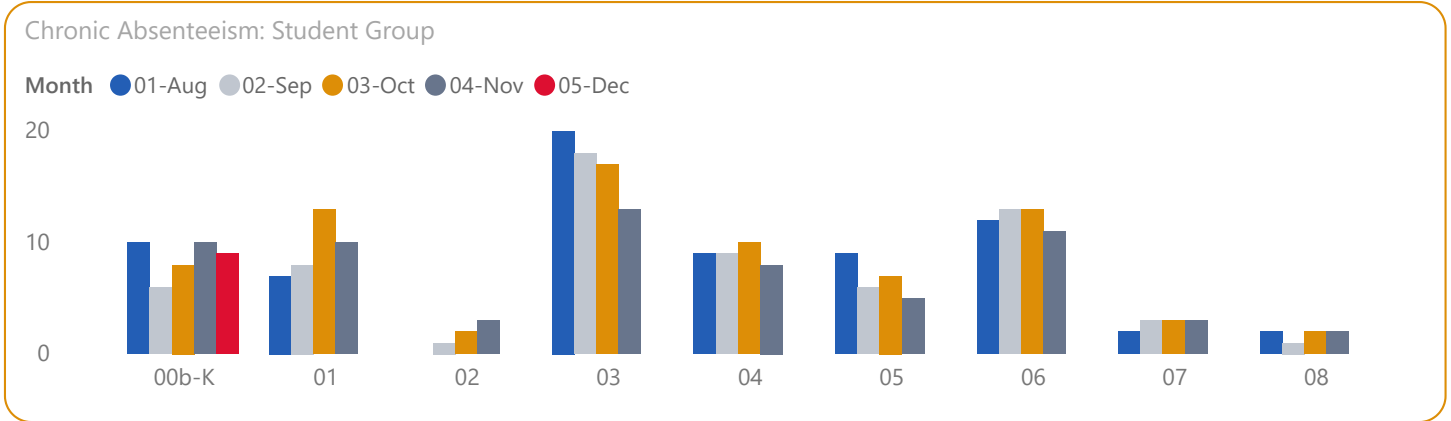
SUSD RA v1.1

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021



counselors : coming soon!

Participation

99%

Fall

100...

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

21%

Fall

26%

Winter

Spring

2+ Below

51%

Fall

45%

Winter

Spring

No Gro...

30%

All

27%

Winter

Spring

iReady Percent On-Track

Student Group	01-Fall	02-Winter
00	28%	36%
01	23%	22%
02	20%	29%
03	13%	15%
04	19%	19%
05	23%	25%
06	20%	25%
07	28%	31%
08	28%	44%
AA	25%	42%
ALL	21%	26%
AS	24%	24%
EL		
FI	33%	33%
HI	21%	25%
MR	25%	60%
SBAC	20%	24%
SED	22%	25%
SWD		
WH	33%	50%

iReady Percent Two or More Years Below Grade Level

Student Group	01-Fall	02-Winter
01		
02	36%	27%
03	70%	55%
04	43%	45%
05	75%	71%
06	77%	71%
07	72%	59%
08	72%	53%
AA	50%	33%
ALL	51%	45%
AS	35%	41%
EL	69%	58%
FI		
HI	53%	46%
MR	25%	20%
SBAC	68%	60%
SED	51%	45%
SWD	76%	75%
WH	67%	50%

iReady Percent No Growth (since Winter 2019)

Student Group	01-Fall	02-Winter
01		
02	16%	
03		
04	35%	44%
05	43%	33%
06	38%	34%
07	38%	28%
08	29%	35%
AA	40%	25%
ALL	30%	27%
AS	27%	45%
EL	21%	23%
FI		
HI	30%	26%
MR		
SBAC	37%	35%
SED	29%	27%
SWD	33%	27%
WH		

F-W Growth

52%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	66%
01	34%
02	47%
03	61%
04	37%
05	46%
06	61%
07	66%
08	48%
AA	64%
ALL	52%
AS	41%
EL	40%
FI	67%
HI	52%
MR	100%
SBAC	53%
SED	52%
SWD	42%
WH	100%

**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

\* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

\* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

\* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

\* 30 minutes: percent of students averaging 30 minutes per subject per week

\* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A

**Source:** Research; Curriculum Exports, Illuminate

**Frequency:** Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

1254

Total Test Count

Saavas

(Blank)

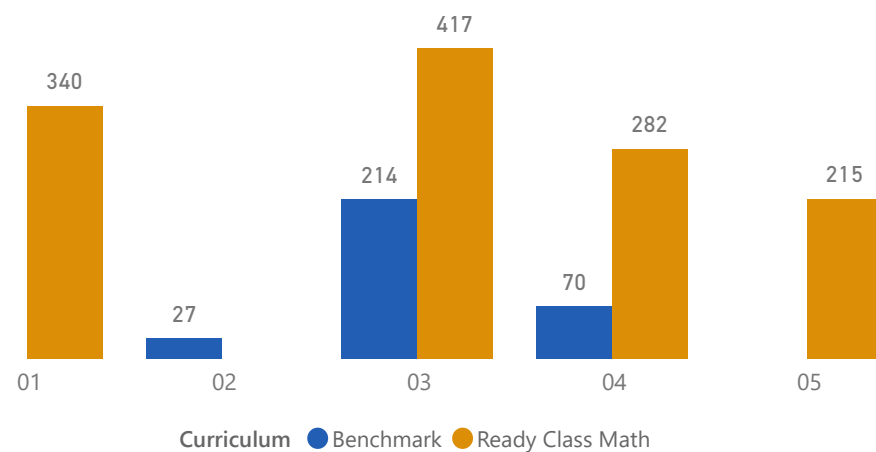
Total Test Count

Benchmark

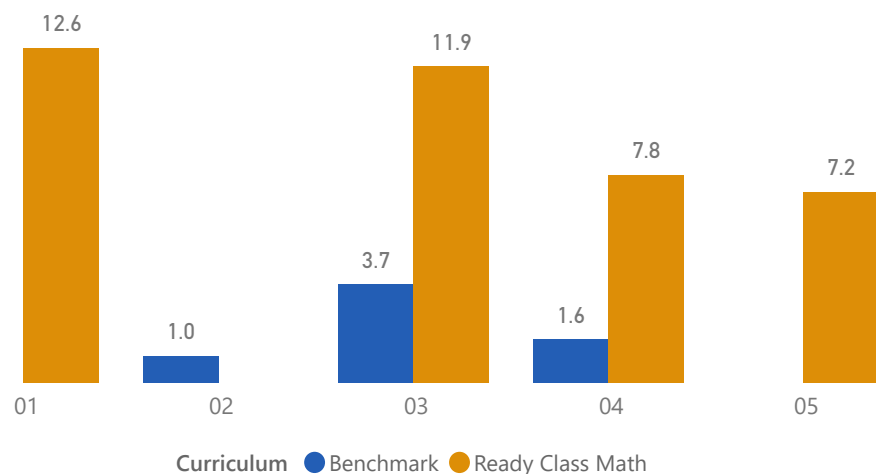
311

Total Test Count

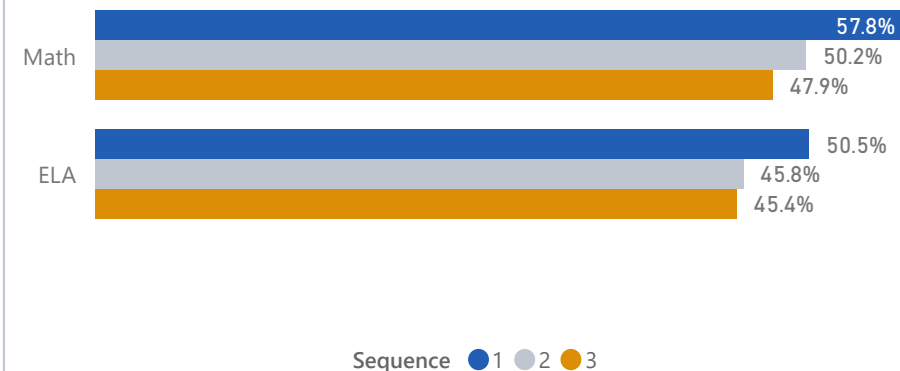
## Curriculum: Test Count



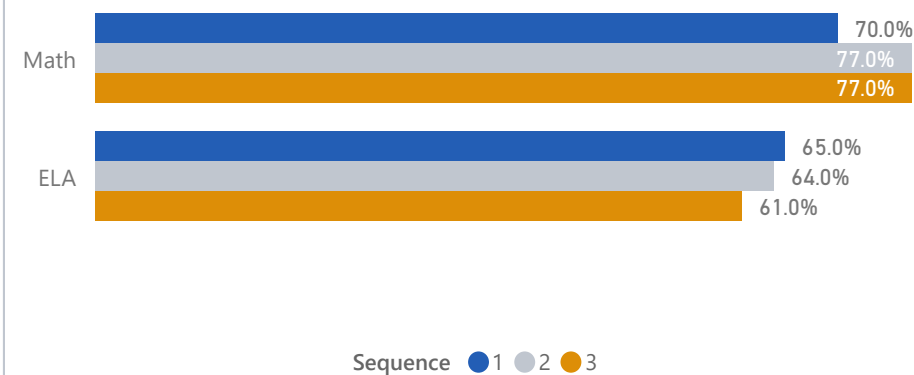
## Curriculum: Average Test Count



## Online Instruction: 30+ minutes



## Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

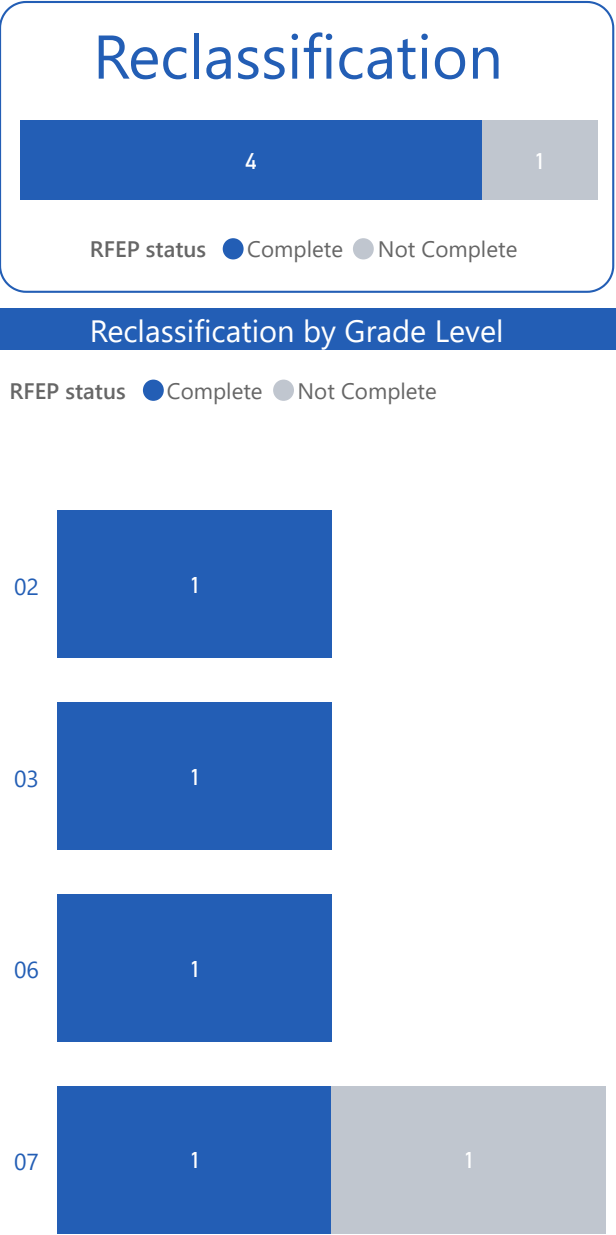
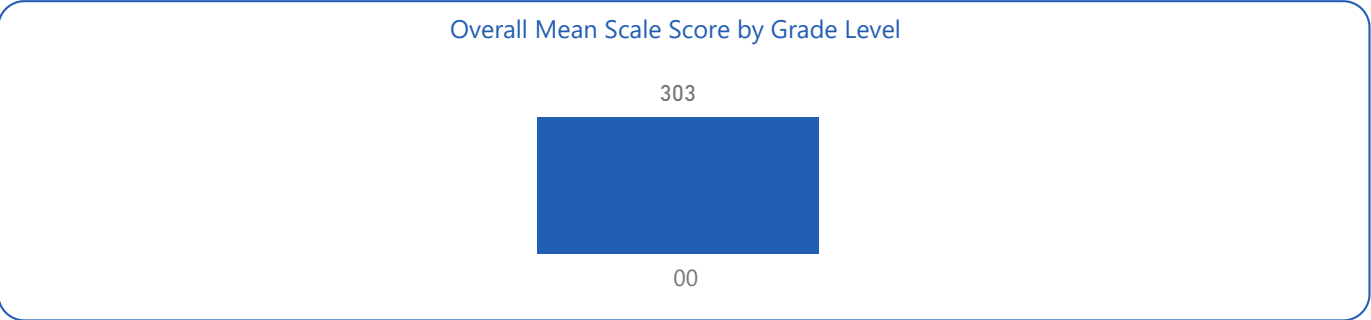
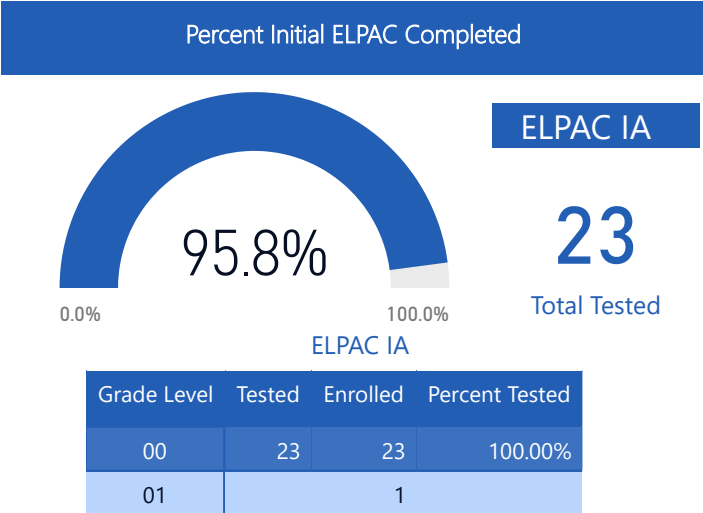
**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner,** and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

**Navigation:** NA  
**Source:** Research; ELPAC; Illuminate  
**Frequency:** Reports are updated periodically;  
**Updated:** January 2021

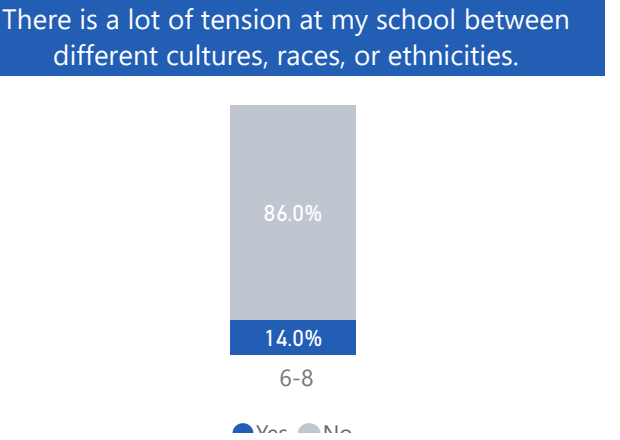
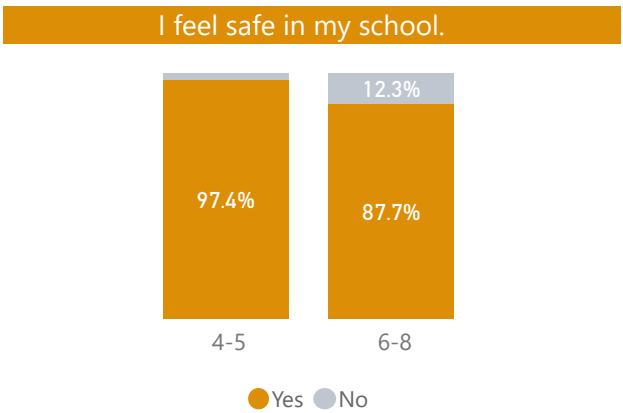
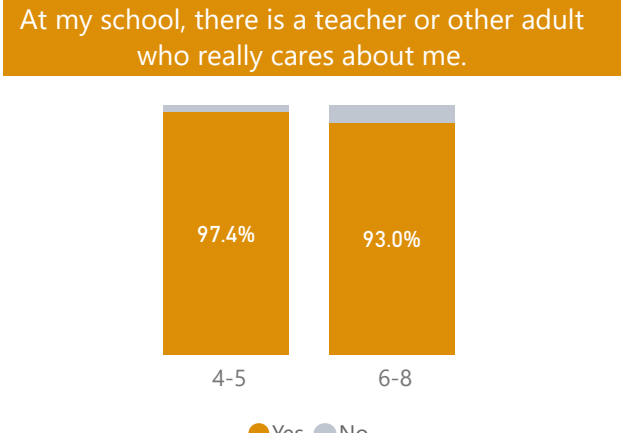
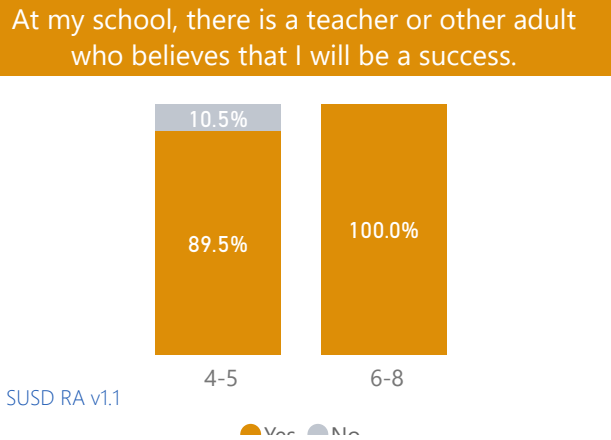
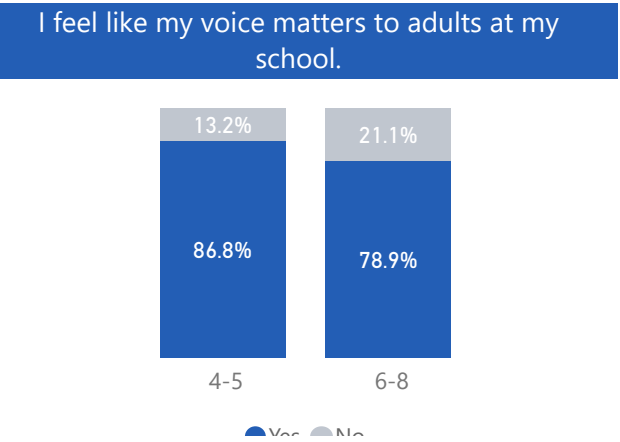
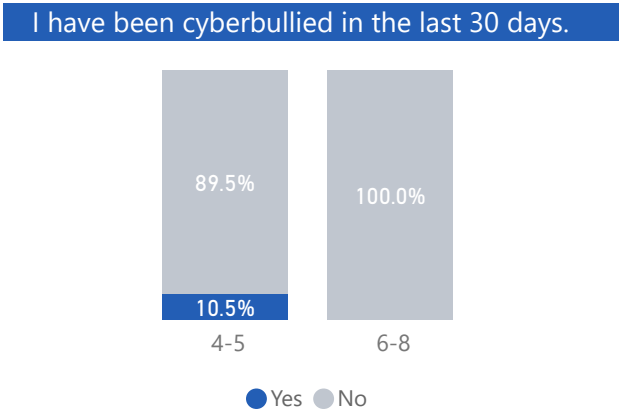
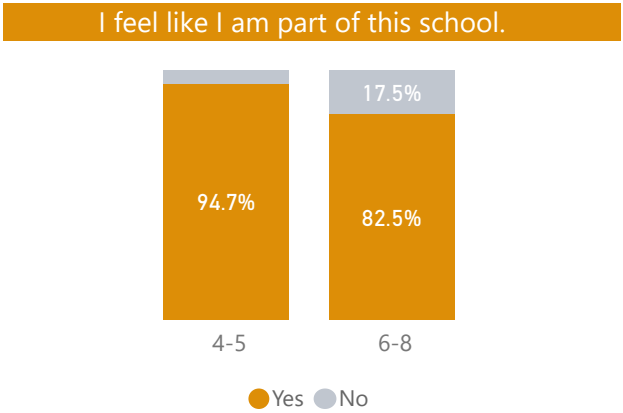
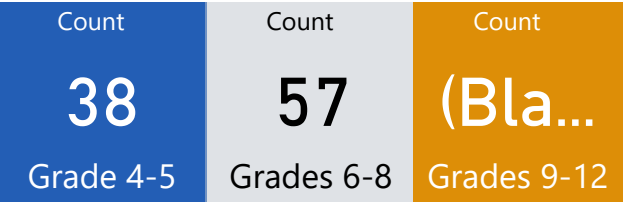
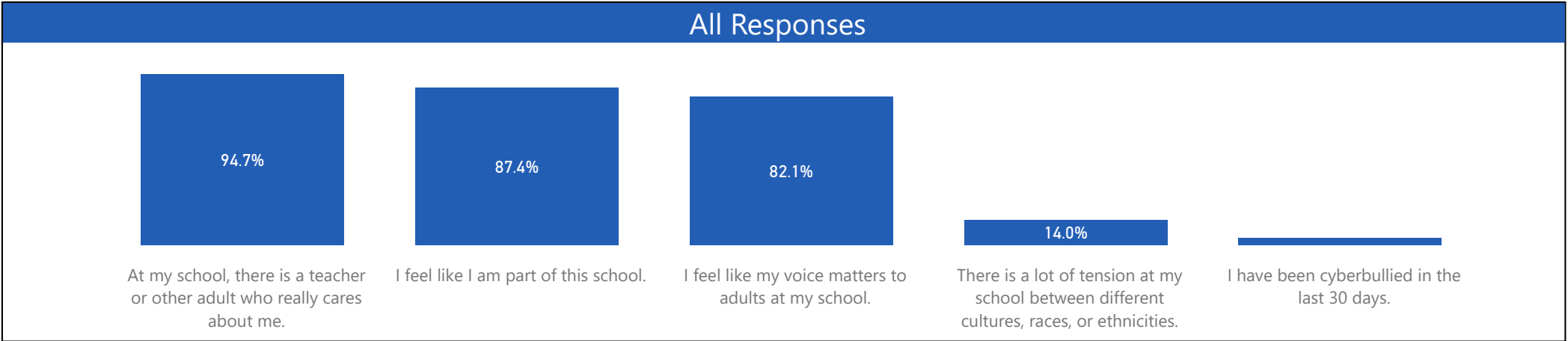


**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

**Navigation:** NA

**Source:** Student Support Services - PLUS program

**Frequency:** Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020





Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

\* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

\* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

\* All: all credits attempted were earned

\* Half: more than half of credits attempted were earned

\* Less than half: less than half of credits attempted were earned

\* None: no attempted credits were earned

\*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy  
Frequency: Reports are updated after at end of term,

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

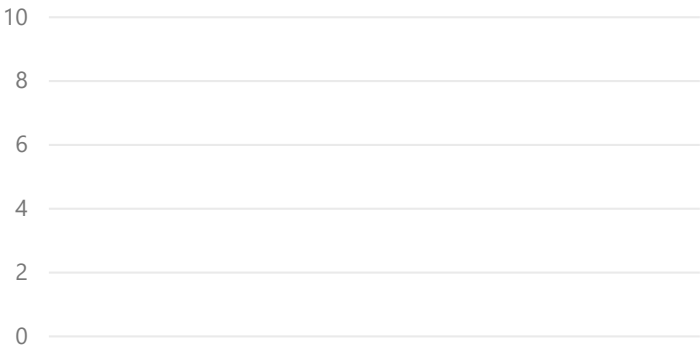
All

MDTP: Fall Diagnostic

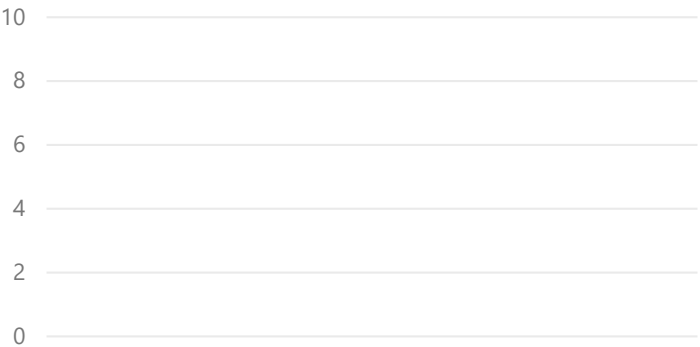
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published

**Feedback Suggestions Comments**  
**Questions Ideas**  
Share your thoughts with our team!

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)

## Acronyms

### Student Groups

ALL – all students  
AA – Black/African American  
AI-American Indian/Native Alaskan  
AS-Asian  
FI-Filipino  
HI-Hispanic  
MR-Two or More  
PI-Pacific Islander/Native Hawaiian  
WH-White  
EL-English Learner  
FOS-Foster Youth  
HOM-Homeless Youth  
SED-socioeconomically disadvantaged, SWD-  
students with disabilities.

### Metrics

## Participation

99%

Fall

100...

Winter

Spring

**Overview:** Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

**Navigation:** Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

**Source:** Research; Program Exports

**Frequency:** Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

## On Track

21%

Fall

20%

Winter

Spring

## 2+ Below

38%

Fall

35%

Winter

Spring

## No Gro...

36%

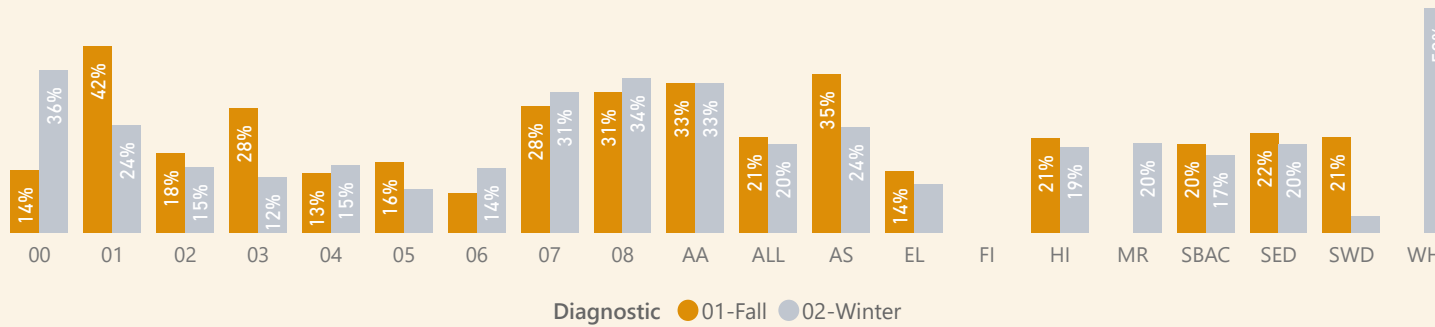
All

25%

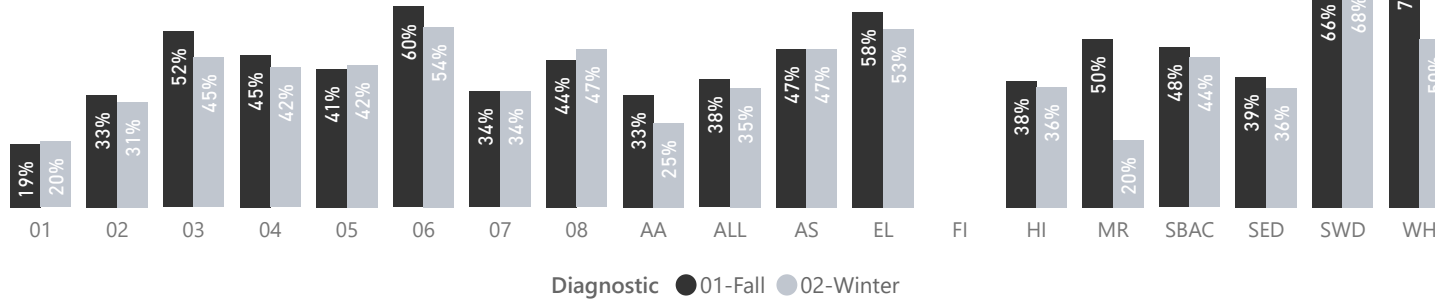
Winter

Spring

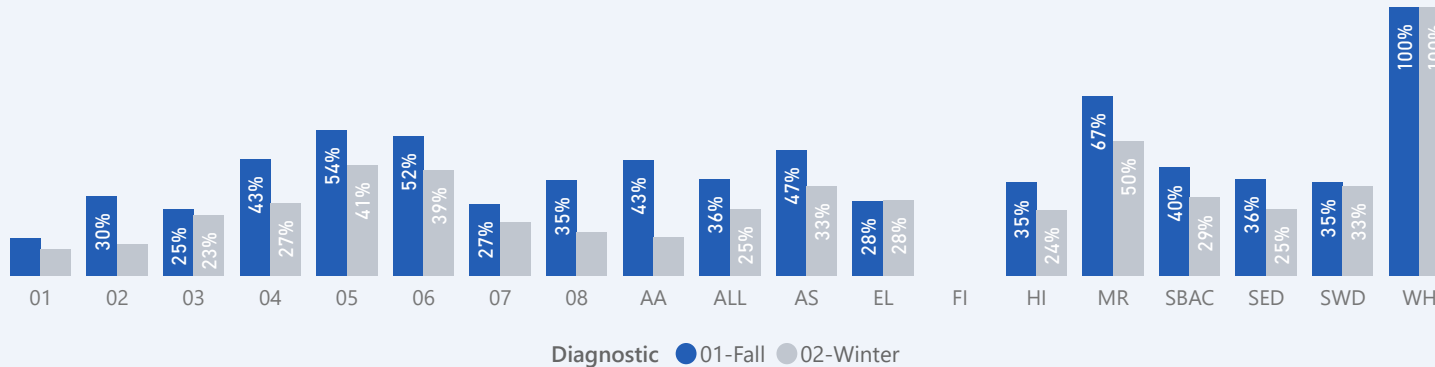
## iReady Percent On-Track



## iReady Percent Two or More Years Below Grade Level



## iReady Percent No Growth (since Winter 2019)



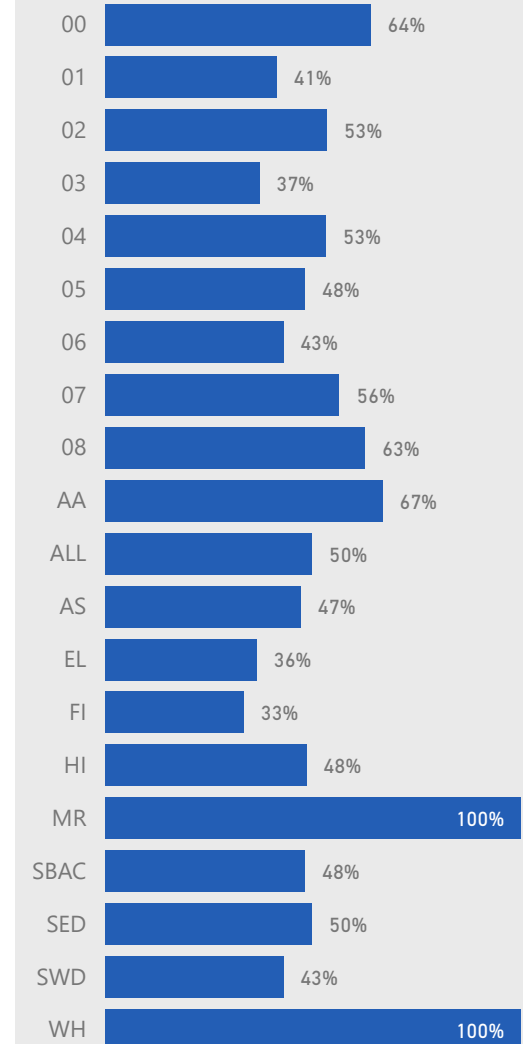
## F-W Growth

50%

All

## F-S Growth

## iReady F-W Typical Growth



## Recommendations and Assurances:

Site Name: Spanos Elementary School

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)**:

English Learner Parent Involvement Committee

4-30-21

Date of Meeting

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

Date of Meeting

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.

This SPSA was adopted by the SSC at a public meeting on 5-13-21

Date of Meeting

Attested:

Danielle Valtierra

Typed Name of School Principal



Signature of School Principal

5/27/21

Date