2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

    English Learner Advisory Committee

    _____
    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 _____.
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

Attested:

_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spanos Elementary	396867660118752	05/18/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Spanos Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for the Students with Disabilities (SWD) student group.

Description

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 strategies/activities) can be referenced to the LCAP's intent.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Spanos Elementary School utilized the Decision Making Model (DMM) to collect and analyze our school data; absenteeism, SBAC, reclassification rate, i-Ready, attendance, climate, suspension, and parent involvement. This data was shared with the following committees, where it was discussed and feedback was elicited.

- School Site Council (SSC): 2/09/2023. We reviewed the DMM data; i-Ready scores, attendance rate, suspension, reclassification rate, and meaningful partnerships. Feedback: SSC members were pleased that the attendance rate has improved and want to continue improving.
- Spanos Leadership Team: 1/26/23. We reviewed i-Ready scores and strategies to support student achievement. Feedback: The team wanted to start using the ELlevation strategies to help with instruction and continue to have more books circulated out of the library.
- Spanos English Learner Advisory Committee: 1/27/23 & 3/24/23. We reviewed the DMM data; i-Ready scores, attendance rate, suspension, reclassification, and meaningful partnerships. Feedback: parents were happy with the attendance rate and being able to attend meetings in person.

Staffing and Professional Development

Staffing and Professional Development Summary

- Spanos has a very low teacher turnover rate.
- 91% of our teachers are considered highly qualified.
- Teachers collaborate weekly within their PLC to analyze data and plan lessons/reteach, to support their students in ELA, math, science, and ELD.
- The leadership team (teachers, program specialist, and coaches) received additional monthly compensation to support monthly professional development.
- Monthly classroom walkthroughs are conducted to gather data to support professional development.
- Review i-Ready data, PLC notes, and PD feedback to support professional development.
- The program specialist provides instructional assistants training to provide targeted instruction to Tier 2 and Tier 3 students.

Staffing and Professional Development Strengths

- The leadership team develops professional development for monthly staff meetings.
- 91% of our teachers are considered highly qualified.
- Professional development is based on student data; this year's focus is integrated English Learner Development strategies.
- The leadership team attended the PLC conference and will present key learnings to teachers.
- Teachers collaborate weekly within their PLC to analyze data and plan lessons/reteach to support their students in ELA, math, science, and ELD.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Limited differentiated professional development to expand to the next phase of implementation.   **Root Cause/Why:** No instructional coaches and limited time with teachers - substitutes are not available. We only have one PD meeting a month. Split focus on PLC and PD.

Teaching and Learning

Teaching and Learning Summary

- Winter i-Ready data shows that our students are performing in math at 15% grade level, 49% one year below, and 36% two years below grade level.
- Winter i-Ready data shows that our students are performing in reading at 17% grade level, 38% one year below, and 45% two years below grade level.
- The administrative team engages in weekly classroom walkthroughs and provides actionable instructional feedback.
- All teachers adhere to the recommended instructional minutes for ELA and math. The teachers provide 30 minutes of English Language Development daily and tier 2 support for a minimum of 20 minutes daily.
- The Program Specialist provides tier 2/3 instruction four days per week in both ELA and math (based on data).
- The K-4 teachers provide extra phonics support daily for those students, not at grade level.
- All teachers utilize the district-adopted curriculum.
- The RSP teacher implements the "Learning Center Model," enabling her to service both general and special ed students (Tiered 3).
- Integrated English Language Development strategies are observable in every classroom.

Teaching and Learning Strengths

- The students are receiving daily tier 2 support in the classroom.
- Integrated ELD strategies are observed in all classrooms.
- K-4 daily phonics support.
- Tier 3 support is provided and groups are modified (based on data).

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 45% of our students require tier 3 intensive intervention support. **Root Cause/Why:** Significant learning loss during distance learning continues to be evident, and no instructional coaches for teacher support.

Needs Statement 2 (Prioritized): Students with disabilities (SWD) are identified as needing additional targets and improvement. **Root Cause/Why:** Students need more interventions and frequent site support.

Parental Engagement

Parental Engagement Summary

- Parent Coffee Hours are held monthly to provide professional development based on parent needs/requests: behavior management strategies, instructional support at home, educational rights, etc.
- English Learner Advisory Council is held four times yearly to seek input on our educational program and the development of SPSA.
- School Site Council (SCC) is held monthly to develop and monitor the school's SPSA.
- The leadership team is held monthly to develop professional development for teachers and parents. The team provides input on the development of the SPSA.

Parental Engagement Strengths

- Our dedicated and consistent 20-25 parents attend our meetings.
- Our parents are eager to learn and welcome the information presented.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): We have less than 30 families that consistently attend parent meetings and training. **Root Cause/Why:** Meeting time is a barrier.

School Culture and Climate

School Culture and Climate Summary

Mid-year School Climate Data for 4th-5th grade:

Survey questions	Participants	'Yes' responses	%	All
1. I have been bullied on campus in the last 30 days.	61	10	16%	16%
2. I know how to report bullying on campus.	61	49	80%	87%
3. I know how to report cyberbullying when it happens.	61	30	49%	69%
4. If I knew there was going to be a fight on campus I would report it to a teacher or administrator.	61	51	84%	85%
5. If I saw another student on campus with a weapon I would report it.	61	59	97%	95%
6. I feel like I am part of this school.	61	50	82%	82%
7. I feel safe in my school.	61	51	84%	80%
8. At my school, there is a teacher or other adult who really cares about me.	61	52	85%	89%
9. At my school, there is a teacher or other adult who tells me when I do a good job.	61	56	92%	93%
10. At my school, there is a teacher or other adult who believes that I will be a success.	61	51	84%	91%
11. I stand up for myself without putting others down.	61	51	84%	83%
12. I have friends my age that really care about me.	61	56	92%	91%
13. I know an adult at school that I can talk with, if I need help.	61	54	89%	89%

- Our 4th-5th School Climate Data shows that our students feel like they are part of the school, feel safe, and that there is a teacher or adult who cares about them.
- Our PLUS Leaders utilize the School Climate Data to hold grade-level forums to develop strategies to address concerns and celebrate successes.
- We implement an effective school-wide PBIS program where we consistently teach and reinforce our behavior and academic expectations. Our mantra is Be Present, Be Safe, Be Kind.
- We have a suspension rate of 16 days in total.

School Culture and Climate Strengths

- High student engagement rate of 92.88% positive attendance for our P2.
- Effective school-wide PBIS program.
- Positive student feedback on climate survey.
- Teacher morale is high.
- Increase in extra-curricular activities for students after-school through ELOP.
- Increase in family night events for parents and students.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): There has been an increased citation for defiance, disruption, and bullying. **Root Cause/Why:** Increase in negative seeking social media consumption.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By EOY 2024, per iReady Diagnostic 3 Spring 2023 Report results, the percentage of students performing two or more grade levels below will decrease by 10%, from 47% to 37%.

Math: By EOY 2024, per iReady Diagnostic 3 Spring 2023 Report results, the percentage of students performing two or more grade levels below will decrease by 10%, from 45% to 35%.

SWD ELA: By EOY 2024, per iReady Diagnostic 3 Spring 2023 Report results, the percentage of students performing two or more grade levels below will decrease by 5%, from 77% to 72%.

SWD Math: By EOY 2024, per iReady Diagnostic 3 Spring 2023 Report results, the percentage of students performing two or more grade levels below will decrease by 5%, from 68% to 63%.

EL: By EOY 2024, per ELPAC, increase the number of students who reclassify by 3.2%.

Identified Need

Limited differentiated professional development to expand to the next phase of implementation.

45% of our students require tier 3 intensive intervention support.

Students with disabilities (SWD) are identified as needing additional targets and improvement.

There has been an increased citation for defiance, disruption, and bullying.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students Reclassifying to Fluent English Proficient	RFEP rate: 15.8%	RFEP rate: 19%
Percent of students performing 2 or more grade levels below	ELA 30% Math 29% SWD ELA 53% SWD Math 43%	ELA 22% Math 21% SWD ELA 45% SWD Math 35%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

 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/collaboration on-site. Substitute pay calculation: 1 substitutes x 2 days/ month for 5 months $2188 (inc benefits)
>Leadership Team will be trained after school for 2 hours each month; (5 teachers, 1 coach, 1 program specialist) to support professional development.

Teacher Additional Comp Pay Calculation (Object Code 11500)

5 teachers X 12 hours X $60 rate of pay = $3718 total cost

Instructional Coach Additional Comp Pay Calculation (Object Code 19500)
1 Instructional Coach X 10 hours X $60 rate of pay = $929 (inc benefits) total cost

Other Certificated Staff Additional Comp Pay Calculation (Program Specialist)
1 certificated staff (program specialist) X 10 hours X $60 rate of pay = $929 (including benefits) total cost

Metrics for Progress Monitoring: Informal Observation/Data (Percent of teachers completing PD, Classroom evidence of focus strategy, Level of student engagement, etc.).

Proposed Expenditures for this Strategy/Activity
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.

Amount(s)	Source(s)
$2,188	50643 - Title I
$3,718	50643 - Title I
$0	50643 - Title I
$929	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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

Two Instructional Assistants (.4375 FTE) - Will work in the primary classrooms to provide Tier 3 support with small groups of students who have unfinished learning; phonics, phonemic awareness, sight words, reading, etc. SIPPS supplemental program will be utilized. Two Instructional Assistant will provide support 3.5 hrs/day (Object Code 21101, $54906)

Metrics for Progress Monitoring: Informal Observation/Data (Level of student engagement, SIPPS Placement and Mastery, etc.).

Proposed Expenditures for this Strategy/Activity
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.

Amount(s)	Source(s)
$25,627	50643 - Title I
$10,724	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

  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; $15,000.

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.

Providing students with virtual or in-person opportunities to attend hands-on learning experiences to supplement core instruction and promotion of college/career readiness through field trips (Zoos like Micke Grove, Oakland, Sacramento, San Francisco, Local Farms, Science Museums, Modesto Junior College, Science related, Wow Museum, Planetarium, Fog Willow Farm, Animal related, Valley Days at San Joaquin Historical Museum, AgVenture at County Fairgrounds, San Jose Exploratorium, San Francisco Exploratorium, Science Museum in Sacramento, Sonoma Mission, General Vallejo's Home, Stockton Children's Museum, Destination Space Exhibit, Chabot Space and Science Center in Oakland, San Jose Tech Museum, Science Camp for 5th Graders, Haggin Museum, Outdoor Education. Guest speakers (Gold Rush, Ancient Artifacts, Jose Hernandez, Star Lab), etc.

Field Trip-District/Non-District Transportation (50643) -- $14,000.00 - Title I
Pupil Fees (23030) -- $1,466 - LCFF
Pupil Fees (50643) -- $348 - Title I

Metrics for Progress Monitoring: Informal Observation/Data, SIPPS Placement and Mastery, Chronic Absenteeism rate, Suspension, Climate Survey

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$84,000	50643 - Title I
$84,000	23030 - LCFF (Site)
$5,000	50643 - Title I
$14,000	50643 - Title I

$10,000	23030 - LCFF (Site)
$1,466	23030 - LCFF (Site)
$348	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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 (.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/Reference Materials: $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.

Metrics for Progress Monitoring: Informal Observation/Data (library material circulation)

Proposed Expenditures for this Strategy/Activity
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.

Amount(s)	Source(s)
$17,616	23030 - LCFF (Site)
$2,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Instructional Material/Supplies - $10,363: 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: $16,000: Projectors, smart boards, and computer will be purchased to support Tier 2 and Tier 3 instruction. The flexibility to move around and connect remotely with the wireless doc cam and iPad will allow for greater differentiation and student feedback.

Non-Instructional Materials - $3,000: 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 - $1,051: 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.

Metrics for Progress Monitoring: Informal Observation/Data (Classroom evidence of focus strategy, level of student engagement, etc.).

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$10,363	23030 - LCFF (Site)
$16,000	50643 - Title I
$3,000	50643 - Title I
$500	50643 - Title I
$551	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy 1 was partially implemented. We were unable to secure substitute teachers to release teachers for PD. The Leadership Team met each month and developed targeted PD for teachers. Strategy 2 was partially implemented. The bilingual assistant provided previewed/reviewed classroom instruction provided Spanish language support, and provided small group instruction for designated English Learners. Although we allocated two instructional assistants, one was not filled until January. However, our instructional assistant effectively provided small-group instruction for our primary students. Students improved their letter recognition, reading fluency, and sight word recognition. Strategy 3 was fully and successfully implemented. Our Program Specialist provided targeted, data-based, small-group instruction to our 1st - 5th-grade students. In tier 3 reading SIPPS intervention groups, the students work with Ms. Lozo until they are able to succeed in the teacher's tier 2 intervention or reach grade-level reading. Some students have moved out of their tier 3 alphabet group into a SIPPS T3 group and "graduated" from their tier 3 support groups and now only need tier 2 support, or no extra help, in the classroom. In math, the students are pulled for 2-4 sessions until they show mastery of the concept according to the teacher's common formative assessment. There have been approximately 27 students who have "graduated" out of her tier 3 math support. (Often, the same student will attend for a different concept) Strategy 4 was fully and successfully implemented. Spanos has one of the highest circulation rates in the District. Our students visit the library weekly and have access to current and relevant books. Strategy 5 was fully implemented. Teachers provide daily, small group instruction and utilize supplemental materials to support their students. The integration of the iPads is in progress and has been

a slow roll-out due to shipping delays.

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

Strategy 1 was partially implemented. We were unable to secure substitute teachers to release teachers for PD. Strategy 2 was partially implemented. We had a vacancy for our Instructional Assistant for several months and were unable to provide the support described.

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.

Strategy 3: We will purchase new equipment (projectors) or smart boards to support our classroom instruction.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Climate& Academic Engagement SMART Goals:
Spanos' suspension rate will decrease from a total of 16 days to 8 days, as measured by the District's Discipline Report in Spring 2024.

Spanos' Chronic Absenteeism rate will decrease from 24% to 15% as measured by the District's Chronic Absenteeism report in Spring 2024.

Identified Need

45% of our students require tier 3 intensive intervention support.

Students with disabilities (SWD) are identified as needing additional targets and improvement.

There has been an increased citation for defiance, disruption, and bullying.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Abseentism Data	24% Spring 2023	15% Spring 2024
Suspension Data	16 days, Spring 2023	8 days, Spring 2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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.

Metrics for Progress Monitoring: Suspension Data, Attendance Data, School Climate Data

Proposed Expenditures for this Strategy/Activity
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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy 1 was fully implemented. We successfully implemented a Mentor program to support. our students of need. Our counselor, AP, Principal and many teachers elected to be a mentor and meet with their mentee at least once per week for lunch. This had a significant impact on positive behavior and attendance. Our teachers refer students of concern to our CARE team and we develop a strategic support plan to ensure our students are successful. We continued to implement our PBIS program and reward our students positive behavior.

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

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.

None.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

As measured by sign-in sheets, the number of Spanos' families participating in school-sponsored activities (parent conferences, workshops, family events, etc.) will increase from 25 to 40 families.

Identified Need

We have less than 30 families that consistently attend parent meetings and training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Numbers of family participation in school-sponsored activities	25	40

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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.

Consultants - Coordinate professional development opportunities for parents and staff to acquire skills and build partnership capacity to actively support student academics and social-emotional needs, conduct effective community events, be informed of school programs such as EL and PBIS, and promote student advocacy and engagement.

Parents and staff may attend conferences such as CABE, AVID, among others and consult vendors such as Parenting Partners, PIQUE, and similar services.
Consultants 58320 - $14,500.00

Spanos will seek additional and utilize other appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.

Parent Meeting - $2,500: Light snacks and refreshments, parent training materials, such as chart paper, markers, whiteboard, 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.

Books/Instructional Materials - $381: Materials (e.g. paper, books, manipulatives, flashcards) for parent and student involvement activities, such as literacy night, science night, STEM, and multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Metrics for Progress Monitoring: Sign-In Sheet, Survey

Proposed Expenditures for this Strategy/Activity
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.

Amount(s)	Source(s)
$2,500	50647 - Title I - Parent
$381	50647 - Title I - Parent
$14,500	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy 1 was fully implemented. We held our parent meetings in person which increased our parent participation. We were able to provide books and materials to parents who attended, which they picked up in the front office.

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

Snacks were provided due to the lift in restrictions.

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.

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	$174,691.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$309,411.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
50643 - Title I	$171,810.00
50647 - Title I - Parent	$2,881.00

Subtotal of additional federal funds included for this school: $174,691.00

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 ($)
23030 - LCFF (Site)	$134,720.00

Subtotal of state or local funds included for this school: $134,720.00

Total of federal, state, and/or local funds for this school: $309,411.00

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	[Child Nutrition Information Payment System](#)
COE	County Office of Education
CPS	Child Protection Services
CSB	[California School for the Blind](#)
CSBA	[California School Boards Association](#) (Outside CDE Source)
CSEA	[California State Employees Association](#) (Outside CDE Source)
CSI	[Comprehensive Support and Improvement](#)
21CSLA	[21st Century California School Leadership Academy](#)
CSU	[California State University](#) (Outside CDE Source)
CTA	[California Teachers Association](#) (Outside CDE Source)
CTC	[Commission on Teacher Credentialing](#) (Outside CDE Source)
CTE	[Career Technical Education](#)
CYA	[California Youth Authority](#) (Outside CDE Source)

D

Acronym	Description
Dashboard	[California School Dashboard](#)
DASS	[Dashboard Alternative School Status](#)
DHCS	[Department of Health Care Services](#)
DOF	[Department of Finance](#) (Outside CDE Source)
DOL	[U.S. Department of Labor](#) (Outside CDE Source)
DSS	[Department of Social Services](#) (Outside CDE Source)

E

Acronym	Description
EANS	[Emergency Assistance to Non-public schools](#)
EC	[Education Code](#) (Outside CDE Source)
ED	[U.S. Department of Education](#) (Outside CDE Source)
EDGAR	[Education Department General Administrative Regulations](#) (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	[Educator Excellence and Equity Division](#) – CDE
EL	[English learner](#)

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	[Multilingual Support Division](#) – CDE
MTSS	[Multi-tiered System of Support](#) (Outside CDE Source)

N

Acronym	Description
NBCT	[National Board Certified Teacher](#)
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	[National Education Association](#) (Outside CDE Source)
NGSS	[Next Generation Science Standards](#) (Outside CDE Source)
NPS	Non-Public School
NSBA	[National School Boards Association](#) (Outside CDE Source)
NSD	[Nutrition Services Division](#) – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	[Office of the Secretary of Education](#) (Outside CDE Source)
OSHA	[Occupational Safety and Health Administration](#) (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	[Physical Fitness Testing](#)
PSAT	[Preliminary Scholastic Achievement Test](#) (Outside CDE Source)
PTA	[Parent Teacher Association (State)](#) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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