



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

SPANOS ELEMENTARY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spanos Elementary	396867660118752	Original – 12/17/2017 Revision – 05/21/2019	Original – 04/10/2018 Revision – 06/25/2019

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

Spanos Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on December 17, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Spanos Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the December 12, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Spanos Elementary initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council, ELAC, parents and teachers. In summary, the needs assessment identified a gap in reading, with a focus on comprehension.

In summary, barriers included limited parent participation and limited translating resources for conferences.

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) in March and April 2019.

Resource Inequities

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

This section is not applicable for Spanos Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

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 2020.

Math SMART Goal:

Spanos' Math proficiency rate will increase from 25% to 35%, as measured by the SBAC in Spring of 2020.

Identified Need

California Dashboard:

ELA/ELD: 23% met or exceeded standards

62.1 distance from standards points.

School-wide ELA- Orange

California Dashboard:

Math: 25% met or exceeded standards

56.9 distance from standards points

School-wide Math- Orange

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Data (3 times per year)	23% Grade Level Winter 2019	33% Grade Level Winter 2020
DRA Data (3 times per year)	45% Grade Level Winter 2019	55% Grade Level Winter 2020
Distance from standard- ELA	62.1 points below	59.1 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Data (3 times per year)	23% Grade Level Winter 2019	33% Grade Level Winter 2020
Distance from standard- math	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 two days per week to provide coverage for teachers to attend targeted PD on-site. Substitute pay calculation: $2 \text{ substitutes} \times 94 \times \$200 = \$37,927$

>Teachers will be paid additional compensation to attend targeted PD on-site. Teacher pay calculation: $5 \text{ staff} \times 14 \text{ hours} \times \$60 = \$5,165$

>Reading consultant will provide PD 5 days, targeting foundational reading skills.

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)
\$37,927 substitutes - 11700	Title I
\$5,165 additional comp - 11500	Title I
\$5000 reading consultant - 58100	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students
Under-performing students

Strategy/Activity

Provide in class, small group instruction in reading and math for EL students and EO under-performing students.

>Bilingual Assistant
>Instructional Assistant

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)
\$24,137 Instructional assistant - 21101	Title I
\$17,789 bilingual assistant - 21101	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All K-4 students under-performing 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.

>Instructional materials will be purchased to support Tier 3 instruction; whiteboards, markers, paper, manipulatives

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)
\$136,999- Program Specialist - 19101	LCFF
\$200- instructional materials - 43110	Title I

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, and listen to a read-aloud.

>Library Media Clerk

>Purchase library books to supplement the core curriculum

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)
\$21,649- Library Media Clerk - 22601	LCFF
\$5000- library books - 42000	Title I

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 materials and supplies will be purchased to supplement and enhance the core curriculum.

- >Laminator
- >Mystery Science
- >Multiplication.com
- >whiteboards and markers
- >headphones
- >maintenance agreements
- >other

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)
\$28,003- 43110	Title I
\$9,818- 43110	LCFF
\$837- 56590	Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation

- 1.1 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.
- 1.2 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.
- 1.3 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.
- 1.4 The instructional materials purchased, directly supported classroom instruction and our supplemental programs.

Effectiveness

- 1.1 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.
- 1.2 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.
- 1.3 The Instructional Assistant and Bilingual Assistant effectively provided in-class support for our K-3 students as evidenced by classroom observations, schedules, and logs.
- 1.4 Instructional materials purchased were directly aligned and supported classroom instruction and supplemental programs, as evidenced by purchase orders.

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

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.

Future Changes

1.1 Yes. Going from 5 days to 3 days per week.

1.2 We'd like to change the Bilingual Assistant position to another Instructional Assistant position for the 18-19 school year.

1.3 None.

1.4 None.

Goal 2 – School Climate

School Climate & Academic Engagement SMART Goals:

Spanos' suspension rate will decrease from 2% to 1%, as measured by Suspensions on the Dashboard in Spring 2020.

Spanos' Chronic Absenteeism rate will decrease from 10% to 8%, as measured by Chronic Absenteeism on the Dashboard in Spring 2020.

Identified Need

Suspension rate from Dashboard – 2%

*School wide- Green (13 total students)

African American- Orange (4 students)

Students with disabilities – Yellow (2 students)

Expulsion – Zero

Chronic Absenteeism rate from Dashboard – 10%

All students - Orange

Students with disabilities – Green (49 students)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly attendance reports	8.19%- April 2019	5% - April 2020
Monthly discipline reports	30 days – April 2020	15 days – April 2020
Suspension for all students	2.3% 2018	2% 2019
Chronic absenteeism for all students	9.9% 2018	9.4% 2019

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Tier 2 & 3 students with at risk-behavior

Strategy/Activity

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. Spanos will pilot the program and monitor the effectiveness of the program by monitoring the number of discipline referrals.

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)

\$3000-58450

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2 & 3 students with at-risk behavior

Strategy/Activity

Provide alternative, active seating and supports to help students stay engaged, focused, and motivated as they learn.

>Wobble chairs/stools, or alternative seating options

>Bouncy bands

>tactile/manipulative devices

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)

\$20,000 - 43200

Title I

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1 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.

Effectiveness

1.1 The school counselor was only on site 2.5 days per week, so the impact was limited. 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.

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

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.

Future Changes

1.1 Our counselor will be on site 5 days per week for the 18-19 school year. Small group counseling will be more consistent and the counselor will work closely with CWA to support our Chronic Absentees.

Goal 3 – Meaningful Partnerships

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

Identified Need

Sign-in sheets:

AMPT Parent meetings – 40%

Parent Conferences – 60%

Family Events – 45%

Parent Coffee- 25%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets	40%	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.

>Non-instructional materials: paper, books, manipulatives, flashcards

>Duplicating: provide handouts, paper books

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)
\$500 non-instructional materials - 43200	Title I
\$700 parent meeting expenses - 43400	Title I
\$1231 duplicating - 57150	Title I

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1 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 6 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.

Effectiveness

1.1 The parent trainings are well attended as evidenced by our sign-in sheets. Parent feedback regarding the trainings are positive overall.

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

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.

Future Changes

1.1 Victor Services will start at the beginning of the school year. Latino Literacy Project (8-week parent program) will be provided in English and Spanish to our parents. We will partner with Child Abuse Prevention Council to provide a Parent Cafe Program from January 2019 – May 2019.

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	\$125,207
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	\$312,462

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	\$125,207

Subtotal of additional federal funds included for this school: \$127,207

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	\$187,255

Subtotal of state or local funds included for this school: \$187,255

Total of federal, state, and/or local funds for this school: \$312,462