2022-2023 School Plan for Student Achievement
Recommendations and Assurances

Site Name: Spanos (S2 - 280)

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

Attested:

_____   _Danielle Valtierra_   _____
Danielle Valtierra   Signature of School Principal   Date
Typed Named of School Principal

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	05/19/2022	06/28/2022

Purpose

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

Spanos Elementary is implementing a Schoolwide Program.

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 strategy (ies)/activit(ies)) 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 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: 2/17/22. We reviewed the DMM data; i-Ready scores, attendance rate, suspension, reclassification rate and meaningful partnerships. Feedback: SSC members were concerned with our declining attendance rate, as we have consistently been one of the highest ranked schools for attendance. Due to COVID guidelines/restrictions, it is to be expected.
- Spanos Leadership Team: 2/24/22 We look specifically at i-Ready scores and strategies to support student achievement. Feedback: Team was pleased with the amount of books being circulated out of our library; second highest in the District. Our students are reading more, which is having a positive increase on our i-Ready data. Team would like to see future allocations increase for more non-fiction books.
- Spanos English Learner Advisory Committee: 2/23/22 We reviewed the DMM data; i-Ready scores, attendance rate, suspension, reclassification and meaningful partnerships. Feedback: parents were happy that we were back to in-person learning.

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.
- Leadership Team (teachers, program spec, coaches) receives additional comp. per month, to support development of monthly professional development.
- Monthly classroom walkthroughs are conducted to gather data to support the development of teacher PD.
- Review i-Ready data, PLC notes, and PD feedback to support professional development.
- Instructional assistants are provided training by program specialist, to provide targeted instruction to Tier 2 and Tier 3 students.

Staffing and Professional Development Strengths

Leadership Team develops professional development for monthly staff meetings.

91% of our teachers are considered highly qualified.

Professional development is based on student data; focus this year is Integrated English Learner Development strategies.

Leadership Team conducted a book study 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 next phase of implementation. **Root Cause/Why:** Limited time with teachers - substitutes 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 14% grade level, 49% one year below and 37% 2 years below grade level.
- Winter i-Ready data shows that our students are performing in Reading at 19% grade level, 39% one year below and 33% 2 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. Teachers provide 30 minutes of English Language Development daily, along with Tier 2 support for a minimum of 20 minutes daily.
- Our Program Specialist provides Tier 3 instruction 4 days per week in both ELA and math (based on data)
- Our K-4 teachers provide extra phonics support daily, for those students are not at grade level
- All teachers utilize the district adopted curriculum
- Our RSP teacher implements the "learning center model", which enables her to service both general ed and special ed students (Tier 3)
- Integrated English Language Development strategies are observable in every classroom

Teaching and Learning Strengths

- 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 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. Tier 3 support in the past has been focused on intermediate; we have shifted the focus to K-4 this year.

Parental Engagement

Parental Engagement Summary

- Parent Coffee Hours are held monthly to provide professional development based on parent need/request: behavior management strategies, instructional supports at home, educational rights, etc.
- English Learner Advisory Council is held 4 times per year to seek input on our educational program and development of SPSA
- School Site Council is held monthly to develop and monitor our SPSA
- Leadership Team is held monthly to develop professional development for both teachers and parents. The Team provides input on the development of the SPSA.

Parental Engagement Strengths

- We have a dedicated and consistent 5-10 parents that 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 10 families that consistently attend parent meetings and trainings. **Root Cause/Why:** Virtual platform is a barrier. Meeting times are also a barrier (we've tried both morning and afternoon meetings).

School Culture and Climate

School Culture and Climate Summary

Mid-year School Climate Data for 6th-8th grade:

	Question	Participants	'Yes' Responses	%	All	Warning
1.	I have been bullied on campus in the last 30 days.	106	7	7 %	7 %	
2.	I know how to report bullying on campus.	106	98	92 %	89 %	
3.	I know how to report cyberbullying when it happens.	106	86	81 %	82 %	Yes
4.	If I knew there was going to be a fight on campus I would report it to a teacher or administrator.	106	83	78 %	65 %	
5.	If I saw another student on campus with a weapon I would report it.	106	99	93 %	85 %	
6.	There are activities here at school that I enjoy participating in.	106	98	92 %	82 %	
7.	I feel like I am part of this school.	106	79	75 %	76 %	Yes
8.	I feel safe in my school.	106	74	70 %	76 %	Yes
9.	At my school, there is a teacher or other adult who really cares about me.	106	84	79 %	79 %	
10.	At my school, there is a teacher or other adult who tells me when I do a good job.	106	98	92 %	88 %	
11.	At my school, there is a teacher or other adult who believes that I will be a success.	106	89	84 %	85 %	Yes

- Our 6-8 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 where they come up with strategies to adress 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 low suspension rate of 3 days total.

School Culture and Climate Strengths

- We have a very low suspension rate of 3 days total.
- High student engagement rate of 91% positive attendance for our P2.
- Effective school-wide PBIS program.
- Positive student feedback on climate survey.
- Teacher morale is high.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): There has been an increase in citations for bullying. **Root Cause/Why:** Transitioning from distance learning to in-person learning. Increase in negative 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 2023, per iReady Diagnostic 3 Results Report, the percentage of students performing 2 or more grade levels below will decrease by 10%, from 36% to 26%.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students.

Math: By EOY 2023, per iReady Diagnostic 3 Results Report, the percentage of students performing 2 or more grade levels below will decrease by 10%, from 24% to 14%.

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students Reclassifying to Fluent English Proficient	6 RFEPs	16 RFEPs
Percent of students performing 2 or more grade levels below	ELA 36% Math 24%	ELA 24% Math 14%

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)
All Students

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

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)
$2188	50643 - Title I

$3718	50643 - Title I
$929	50643 - Title I
$929	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

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)

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)
$23657	50643 - Title I
$23657	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

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; $14,146.

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

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)
$79577	23030 - LCFF (Site)
$79577	50643 - Title I
$12146	50643 - Title I

Strategy/Activity 1.1.4

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 (.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.

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)
$20572	23030 - LCFF (Site)
$2000	50643 - Title I

Strategy/Activity 1.1.5

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 - $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: $17,600: Projectors 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 - $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 - $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.

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)
$10363	23030 - LCFF (Site)

$undefined	50643 - Title I
$17600	50643 - Title I
$500	50643 - Title I
$551	23030 - LCFF (Site)

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: 2021-2022
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. Due to COVID restrictions, 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. We had a vacancy for our Bilingual Assistant for several months and were unable to provide the supports as described. Our instructional assistant effectively provided small group instruction for our primary students. Students made improvements in their letter recognition, reading fluency and sight word recognition.

Strategy 3 was fully and successfully impelmeneted. Our Program Specialist provided targeted, data based, small group instruction to our 1st - 5th grade students. In the 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. There have been 12 students that have moved out of her tier 3 alphabet group into a SIPPS T3 group and 11 that have "graduated" from her tier 3 support groups and now only need tier 2 support, or no extra support, 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 the 2nd highest circulation rate in the District. Our students visit the library every week 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. Due to COVID restrictions, we were unable to secure substitute teachers to release teachers for PD.

Strategy 2 was partially implemented. We had a vacancy for our Bilingual Assistant for several months and were unable to provide the supports as 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) to support our classroom instruction.
Strategy 4: Our .4357 FTE bilingual instructional assistant will be changed to a .4357 FTE instructional assistant. The bilingual instructional assistant will be funded at 6 hours by the District.

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 10 days to 2 days, as measured by the District's Discipline Report in Spring 2023.

Spanos' Chronic Absenteeism rate will decrease from 34% to 20% as measured by the District's Chronic Absenteeism report in Spring 2023.

Identified Need

There has been an increase in citations for bullying.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Abseentism Data	34% Spring 2022	20% Spring 2023
Suspension Data	10 days, Spring 2022	2 days, Spring 2023

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)
All Students

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.

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: 2021-2022
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

The percentage of Spanos' families participating in school sponsored activities (parent conference, workshops, family events, etc.) will increase from 30% to 50%, as measured by sign-in sheets.

Identified Need

We have less than 10 families that consistently attend parent meetings and trainings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of family participation in school sponsored activites	30%	50%

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)
All Students

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 - $2,323: 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.

Books/Instructional Materials - $346: 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
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)
$2323	50647 - Title I - Parent
$346	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022
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.
Stragegy 1 was partially implemented. We held our parent meetings virtually which limited 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.
Money was not spent on refreshments due to COVID 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	$145913
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	$280633

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	$143244
50647 - Title I - Parent	$2669

Subtotal of additional federal funds included for this school: $145913

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)	$134720
50334 - CSI	$[Enter Amount here]
50039 - ELSB	$[Enter Amount here]

Subtotal of state or local funds included for this school: $134720

Total of federal, state, and/or local funds for this school: $280633