

School Year: 2018-2019

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Spur Elementary	19-64865-6021349	October 3, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Silver Spur Elementary’s School Site Council, composed of parents and staff, meets monthly on the third Wednesday of the month and reviews and discusses all school expenditures (including supplemental) as well as reviews and updates our SPSA. Every school year our parents and staff complete a needs assessment that informs all stakeholders of current needs at the school.

Goals, Strategies, & Proposed Expenditures

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

Basis for this Goal

Silver Spur Elementary will continue offering high quality and relevant professional learning opportunities to their highly skilled staff in order to provide an effective learning program for all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher completed 20 PD Hours in ELA/ELD	Beginning new adoption of <i>Wonders</i> curriculum	By the end of the 2018-2019 school year, teachers will have attended 20 hours of professional development in ELA/ELD and will start using ELA interim assessment to monitor student progress.
Teacher completed 20 PD Hours in NGSS.	Year 1 implementation for grades 3-5 Awareness of NGSS standards	By the end of the 2018-2019 school year, teachers will have attended 20 hours of professional development in NGSS and will be able to select one of the pilot programs for all grade levels.
Teacher completed 6 PD hours in Cognitive Guided Instruction (CGI).	19 out of 21 Silver Spur teachers completed initial CGI training.	By the end of the 2018-2019 school year, all SS teachers will have been trained in Cognitive Guided Instruction (CGI) and use CGI strategies as part of their Math instruction.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Silver Spur students in TK-2 will be served.

Strategy/Activity

Teachers will attend the District provided Professional development training to support the implementation of the TK-2 ELA adoption *Wonders*.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Silver Spur students in grades 3-5 will be served.

Strategy/Activity

Teachers will attend the District provided Professional Development training to support the implementation of the 3-5 NGSS adoption.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Silver Spur students will be served.

Strategy/Activity

By June 2019, all Silver Spur teachers will be trained in Cognitive Guided Instruction (CGI) strategies to support Math instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas (Language Arts, Mathematics, Social Studies and Science).

Basis for this Goal

Having a strong instructional program will enhance the academic achievement of all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data (ELA)	91.29% of SS students met and/or exceeded standards in ELA as measured by the 2018 Smarter Balanced Test results (CAASPP).8.71% of SS students did not meet or nearly met state standards (6.82% nearly met standards and 1.89% did not meet standards).	The percentage of students scoring standards met and exceeded will increase by at least 2%. The percentage of students near and below standard will decrease by at least 1%.
CAASPP data (Math)	87.88% of SS students met and/or exceeded standards in Math as measured by the 2018 Smarter Balanced Test results (CAASPP).12.12% of SS students did not meet or nearly met state standards (10.98% nearly met standards and 1.14% did not meet standards).	The percentage of students scoring standards met and exceeded will increase by at least 2%. The percentage of students near and below standard will decrease by at least 1%.
K-2 Assessments <ul style="list-style-type: none"> • AIMS Web • SRI • <i>Wonders</i> reading tests • <i>Math in Focus</i> end of chapter tests • Teacher created standard based assessments 	85% of SS K-2 students met standards as measured by all assessments listed on left chart.	The percentage of students scoring standards met will increase by at least 2% in all K-2 assessments listed under metrics/indicator.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Silver Spur students at risk of not meeting grade level standards will be served.

Strategy/Activity

Silver Spur Elementary will continue to perform universal screenings for all students with a research based assessment to identify students who are in need of extra academic support. Using this data, the Silver Spur team, which includes an Instructional Aide, will work to adjust teaching and learning and will provide differentiated instruction in order to serve students identified as nearly meeting or not meeting standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$18,317
Source(s)	Supplemental Grant
Budget Reference(s)	Instructional Assistant/Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Silver Spur students at risk of not meeting grade level standards will be served.

Strategy/Activity

SS Principal will conduct three days of one-on-one data chats with all teachers in order to review data and plan next steps. Three substitutes three times a year will be needed to release teachers in order to conduct data chats with principal. As a result of data chats and when needed, SS Team will conduct Student Success Team (SST) meetings to address the needs of at-risk students and discuss next steps.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2, 178
Source(s)	Site discretionary

Amount(s)	\$2, 178
Budget Reference(s)	Substitutes for data chats

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students served.

Strategy/Activity

In May 2019, all SS teachers will meet as a grade level to discuss and plan following academic year placement of students and instructional program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,578.57
Source(s)	Site Discretionary
Budget Reference(s)	Substitutes for grade level planning

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE).

Basis for this Goal

Providing a strong instructional program for English Language Learners, Identified GATE students and Special Education students will increase their achievement and the quality of the instructional program they receive.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SRI Lexile Proficiency Level	66.6% of ELs at SS are demonstrating moderately and/or well developed skills in English. 33.4% of ELs at SS are minimally or somewhat developed in their English skills.	The percentage of students demonstrating moderately and/or well developed fluency level in English will increase by at least 5%. The percentage of students demonstrating minimally or somewhat developed fluency in the English language will decrease by at least 5%.
CAASPP scores for EL	85% of SS students met and/or exceeded standards in ELA and 95% in Math as measured by the 2018 Smarter Balanced Test results (CAASPP).15% of SS students did not meet or nearly met state standards in ELA and 5% nearly met standards in Math.	The percentage of students scoring standards met and exceeded will increase by at least 1% in ELA and Math. The percentage of students near and below standard will decrease by at least 1%.
CAASPP scores for Special Education students	78.4% of SS students met and/or exceeded standards in ELA and 66.7% in Math as measured by the 2018 Smarter Balanced Test results (CAASPP).21.6% of SS students did not meet or nearly met state standards in ELA and 33.3% nearly met standards in Math.	The percentage of students scoring standards met and exceeded will increase by at least 2% in both ELA and Math. The percentage of students near and below standard will decrease by at least 2%.
CAASPP scores for identified GATE students	100% of SS students met exceeded standards in ELA and 100% in Math as measured by the 2018 Smarter Balanced Test results (CAASPP).	The percentage of identified GATE students scoring standards exceeded in both ELA and Math will continue to be 100% in the CAASPP Test.
Reclassification rates for EL	30% of SS students were reclassified in grades 3 and 4.	The percentage of students being reclassified at SS will increase by at least 3%.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Special Education Students will be served.

Strategy/Activity

The Silver Spur Team will use 6 days of substitutes for the entire school to evaluate and analyze various sources of data (CAASPP, AIMS web, Reading Counts, Reflex, IXL, Read Naturally, teacher created tests) for students who have an IEP and who are not meeting standards. The team will use this data in meeting with parents and in revising and developing IEP goals. Services available to students will also be evaluated.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$934
Source(s)	Site Discretionary
Budget Reference(s)	Substitutes for passport meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Language Learners.

Strategy/Activity

Silver Spur Elementary will continue to assess their English Learner program and provide support as needed. SS will continue having a site lead to serve on Silver Spur's English Learner Committee, will explore using formative and local assessments for English Learner (EL) students during small group instructional opportunities, individual instructional sessions by a classified instructional assistant for EL students utilizing English Language Development (ELD) supplemental materials and manipulatives as needed for intervention in order to maintain and/or increase the percent of English Learner (EL) students making progress toward English proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$18,317
Source(s)	Site Discretionary
Budget Reference(s)	EL Instructional Assistant/Intervention

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Reclassified Students

Strategy/Activity

EL Site Lead will provide academic language intervention and other language interventions after reclassification, when necessary. Reclassified students will be monitored and given supports as appropriate as determined by the Teacher on Special Assignment (TOSA) in partnership with the Silver Spur site team.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,500
Source(s)	Supplemental
Budget Reference(s)	EL Site Lead

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Identified GATE students will be served.

Strategy/Activity

SS teachers will provide opportunities for acceleration/differentiated instruction within their classroom setting. In addition, the Silver Spur GATE Coach will provide an

afterschool enrichment program that requires identified GATE students to collaborate, communicate, think critically and use their creativity when solving problems posed to them by the teacher.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000
Source(s)	GATE grant
Budget Reference(s)	

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

Basis for this Goal

Providing a welcoming and safe physical and emotional environment will enhance the conditions for students’ academic and socio-emotional learning.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Data	96.64% attendance rate	Increase yearly student attendance by 0.3%.
Discipline Data	No ODR data on record for 2017-2018 Newly adopted Second Step Program	Decrease the number of Office Data Referrals (ODRs) by 5% by implementing PBIS year 2, Coach Wooden Pyramid of Success and <i>Second Step</i> curriculum with fidelity.
Student Leadership/Spirit Participation	10% of our grade 4 and 5 students ran for Student Council and about 70% of our students participate on spirit days. 100% of students will participate in assemblies and school-wide events (Red Ribbon Week, Yellow Ribbon Week, etc.)	Increase the number of students running for Student Council and participating in spirit days by 5%. 100% of students will participate in schoolwide assemblies.
Safety Drill Training/Participation	Agendas and sign-ins from safety drill trainings/Feedback from drills from 2017-2018	Continue training staff on emergency drills and continue debriefing with staff and observers on emergency drills
Suicide Prevention	Suicide Prevention training took place on August 21, 2018.	Our staff will be able to identify warning signs and risk factors as it relates to suicide in students.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students served.

Strategy/Activity

Silver Spur will continue to utilize a progressive discipline model that includes alternate means of correction, restorative practices and counseling support for students and identify root problem to correct behavior. Silver Spur will go into PBIS year 2.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
Source(s)	Site Discretionary
Budget Reference(s)	Rewards and incentives for PBIS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students served.

Strategy/Activity

Silver Spur will provide staff training on emergency drills, Run, Hide, Fight and crisis training to staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	N/A
Budget Reference(s)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students served.

Strategy/Activity

Silver Spur will continue to engage with parent community and students by emphasizing the importance of attendance through parent emails and communications, parent meetings, and student assemblies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$200 (certificates and incentives)
Source(s)	Site Discretionary
Budget Reference(s)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Identified students.

Strategy/Activity

Silver Spur will continue to review and evaluate intervention options in place for students who have social and emotional needs in order to support students' academic and emotional well-being (referral to School Psychologist, CASSY, Social skills groups with Psychologist Intern).

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CLAD certificate	Teacher missing CLAD authorization will complete appropriate authorization to teach ELs.	Teacher passed test and submitted certificate to Principal and School District.
Teachers' surveys on required textbooks and instructional materials.	Textbooks/instructional materials expected to be received before first day of school.	SS did not have all necessary textbooks/instructional materials for new ELA adoption Wonders for first month of school. Still missing some in month 2.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SS will closely work with District office and monitor by means of surveys and certification that all TK-5 students have the required instructional materials/textbooks to access grade level curriculum.	SS tried to work extremely close with District office and communicate on a daily basis to provide necessary instructional materials for all students. To date, we are still missing materials.	No expense	No expense

ANALYSIS

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

Numbers of enrolled students were shared with Executive Director of Curriculum and Instruction in April 2018. New ELA adoption *Wonders* materials were ordered based on those initial numbers.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

On Wednesday, August 1, 2018 SS received new ELA adopted *Wonders* textbooks/instructional materials for the 2018-2019. It was determined and shared with Executive Director that the materials were not enough to account for our student enrollment. Several emails, phone calls and communications re: sufficiency of instructional materials were sent to District personnel to remedy this situation. As of today, all students have sufficient textbooks and instructional materials.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No expense

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.

Our school district and Board of Education should consider a different system to ensure that all of our students have all necessary instructional materials prior to the beginning of the school year.

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

ELA CAASPP Data

SS will increase the percentage of students who met and/or exceeded

91.29 % of SS students met and/or exceeded ELA

Metric/Indicator	Expected Outcomes	Actual Outcomes
	ELA standards by 3% in grade 3, 4% in grade 4 and 5% in grade 5 respectively for each grade level.	standards in the 2018 CAASPP test.
Math CAASPP Data	SS Grade 5 Math data will increase from 82% to 86% of students meeting or exceeding standards.	87.88% of SS students met and/or exceeded Math standards in the 2018 CAASPP test.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SS will implement the schoolwide RTI program to address at-risk students in the areas of listening, reading and writing. Additional 1:1 support will continue in Kindergarten and grade 1 provided by a credential Reading Specialist.	RTI program was made available to all at-risk students. Credential Reading Specialist worked with at-risk K and grade 1 students until she went on medical leave in February 2018.	\$10,350.00	\$3,500

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SS teachers will support the academic achievement of all students in ELA by implementing	Both differentiated and small group instruction was implemented within the general classroom during ELA.	No expense	No expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
differentiated and small group instruction.			

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
All grade 1-5 teachers will continue using <i>Ready Reading</i> in order to further expose all students to close reading of complex, authentic text from a wide range of genres.	All grade 1-5 teachers used <i>Ready Reading</i> to familiarize and practice close reading of informational and complex text.	No school expense	No school expense

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Grade 1-5 teachers will continue using <i>NewsELA</i> as a supplemental program that exposes students to fresh, adaptive and high interest reads for every subject.	About 30% of teachers in grades 1-5 ended up using <i>NewsELA</i> as a way to supplement students with high interest informational text.	\$4,500	\$4,500

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Four SS teachers will pilot two ELA programs: <i>Wonders</i> and <i>Benchmark</i> . As part of the pilot process, they periodically met with teachers from other schools, District personnel and consultants.	<i>Wonders</i> was the selected ELA program that this year went into a split adoption. Grades TK-2 adopted the program.	No school expense	No school expense

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
RTI support for Math will be given to identified students in grades K-5.	SS Learning Center worked closely with classroom teachers to support at-risk students in Math. Based on their need, these students were invited to attend the LC.	No expense	No expense

ANALYSIS

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

Silver Spur classroom teachers continued using several sources of data (AIMS web, SRI inventory, teacher created standards-based assessments, *Math in Focus* and *Wonders* assessments among others) to guide their instruction in the classroom. At Silver Spur, all educators are committed to meet the needs of all of our students. Differentiation and small group instruction is a part of teachers' Tier 2 instruction. In addition, teachers in grades 1-5 regularly guided students in *Ready Reading and*

NewsELA in order to expose their students to close reading of complex, authentic text from a wide range of genres.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

At Silver Spur, teachers are data driven and all decisions are influenced by data. On a daily basis, our highly skilled teachers provide multiple opportunities for differentiation in their classroom. During the instructional day, students receive whole group, small group as well as individual instruction designed to differentiate instruction for our students. In addition, our learning center offers structured reading intervention and Math re-teaching to at-risk students of not meeting grade level standards.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Every school year, for the past 3 decades, Silver spur has offered the services of a Reading Intervention Teacher. This teacher serviced our K-2 classrooms on a biweekly basis in order to give our at-risk learners an extra dose of foundational reading skills. Unfortunately, this Reading Intervention Teacher stopped providing services in February 2018. Thus, the funds ear marked for her salary were not all spent.

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.

During the 2018-2019 school year Silver Spur has contracted an Instructional Assistant to provide support to K-2 students at-risk of not meeting grade level standards. This assistant provides both push in and push out services, in the classroom and in the learning center.

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
RFEP Data	10 students were expected to be Reclassified English Proficient (RFEP).	14 students were reclassified.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SS will provide support to ELs though pull out and push in services provided by an EL Aide.	SS EL Aide provided support to all identified EL students either through pull out or push in services.	\$21,538	\$18,317

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
SS will offer a newcomers' class to address the needs of students who are new to the country and are limited English speakers.	The newcomer class was offered during the school day through pull out services by EL Aide.	\$21,538	\$18,317
Reclassified students (RFEP) will continue being monitored and given supports, as needed.	EL Program Coordinator will collect and analyze data for RFEP students	\$2,500	\$2,500

ANALYSIS

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

Silver Spur's EL Instructional Aide worked directly with English Language Learners (ELs). ELs received daily assistance to provide them with the necessary language skills and strategies to access the core curriculum in addition to review and re-teaching. EL Instructional Aide also offered a before school Newcomer's class to assist new students to the English language.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Silver Spur's EL Aide collected and analyzed both summative and formative data for ELs and RFEPs from each grade level. She closely monitored RFEP students and provided pull out support to ELs.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our coordinator in charge of training staff, parents and organizing our EL program received \$2,500 as a stipend.

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.

This school year we will continue screening and identifying ELs who are not making adequate progress on ELPAC/SRI and/or who are at-risk of not meeting grade level standards.

Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Data	Decrease the percentage of both excused and unexcused tardies for all grades by 2%.	The percentage of excuse and unexcused tardies was reduced by 3%.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Use positive reinforcement in recognizing students with perfect attendance at monthly assemblies.	Perfect attendance was recognized in classroom and at the end of year award ceremony with grade 5 students.	\$150 for certificates	\$158

ANALYSIS

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

Attendance data is reviewed by principal on a daily basis. Principal personally follows up on students who have been absent and/or tardy 3 or more times. Principal also stressed the importance of being at school each and every day and being on time with both parents and students at her presentation at the beginning of the school year. The importance of attendance is reinforced throughout the year by means of assemblies and certificates were perfect attendance is recognized and celebrated.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Silver Spur's attendance slightly improved during the 2017-2018 school year (96.64%). Students were motivated by perfect attendance certificates and school assemblies where the importance of good attendance was encouraged.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No discrepancies between proposed expenditures and estimated actual expenditures.

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.

The importance of good attendance will continue being emphasized by principal and all staff.