School Year: **2022-23**

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
Mariemont Elementary School	34-67447-6034706	May 17, 2022	June 28, 2022

Purpose and Plan Summary

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)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of, student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities
Goal 2: Healthy Environments for Socio-Emotional Growth
Goal 3: Engaging Academic Programs
Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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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

Involvement in developing the School Plan began in the winter of the school year 2021-2022. The Site Leadership Team and School Site Council evaluated the current SPSA to determine if actions had been effective. Each group noticed successes in math, reading, and text-level data. The needs have been identified in reading and math intervention, professional development, materials, professional text, social-emotional work, and other resources.

The School Site Council met each month and discussed what was occurring in classrooms with Tier 1 and Tier 2 interventions, data, and social/emotional support for students. The SSC was interested in targeting the needs of the low socioeconomic and English Language students.

The Site Leadership Team met every other week and voiced concern about school culture, intervention, professional learning, math, data conversations, the need to continue to implement

phonemic awareness for our youngest learners, and ways to make the site safer for students and staff.

The English Language Advisory Committee was scheduled to meet 4 times this year. Unfortunately, there were not enough English Learners identified to have an English Language Advisory Committee.

Empathy Gathering:
Staff input was gathered using google forms, staff meetings, and surveys. Parent voice was gathered through surveys, conversations, newsletters, and meetings. Student voice was gathered through conversations, surveys, and listening sessions.

Stakeholder involvement was accomplished via meetings and conversations.

Site Leadership Team met every other week from August-May to review and discuss:
~ data compared to 2020-2021
~ how to best support teachers, student academics, and social/emotional learning.
~ professional learning opportunities as it applies to academic and social /emotional supports.

Staff engaged during staff meetings in January-May to review and discuss:
~ data compared to 2020-2021
~ Comprehensive Needs Assessment
~ site budget
~ resources needed to support student academics and social/emotional learning
~ how to engage students and increase attendance

School Site Council met October-May to review/discuss:
~ data compared to 2020-2021
~ Comprehensive Needs Assessment
~ site budget
~ resources needed to support student academics and social/emotional learning
~ how to engage students and increase attendance

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on models of learning through 2021-2022, the focus of this plan is to address resource inequities related to students' academic progress and social-emotional well-being, in order to prepare them to meet grade-level standards.

Actions are designed to promote academic success and engagement through innovative teaching strategies, intervention, effective communication, and support with technology as described below.

Intervention:
Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, and environmental factors. There is a need for

an indicator of learning loss so that each student's situation can be addressed appropriately. Appropriate interventions will be critical to eliminating learning gaps.

Effective Communication:
Blackboard Connect, Mariemont FLASH, Mustang Message, class newsletters, parent surveys, phone calls, emails, Google Classroom, SeeSaw, Class DoJo, website, and marquee.

Technology:
While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively. Additionally, due to working families relying on friends, grandparents, or other caregivers, the digital divide was larger than first anticipated.

In the past, resources have typically been spent on teacher release time, interventions, and school climate. The focus has always been on specific academic and cultural areas. But last year, 2021-22, resources were allocated more precisely. The process of talking more in-depth with stakeholders and gathering both quantitative and qualitative input has allowed us to dig deeper into root causes and assign resources to those areas.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Spring 2022 district survey, SAEBRS and mySAEBRS in spring

What worked and didn't work? Why? (monitoring)

Staff were new to SAEBRS and mySAEBRS, but valued the data that came out as we were able to quickly refer students for supports. With the district survey coming out earlier in the year, the staff was able to have more time to discuss results and discuss solutions moving forward.

What modification(s) did you make based on the data? (evaluation)

A social worker was added to work with students who were at risk socially and emotionally and an intervention teacher was hired to support students with academics.

2021-22
Identified Need

Connected School Communities
Welcoming and school environments that value all students and families provide a foundation for effective learning through identifying needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Students were out of school for over a year with the 2020-2021 school year mostly done through distance learning. It was evident when they returned to school they had gaps in academics and social/emotional learning. With the regulations still in place throughout the winter, parents were not allowed on campus which made it challenging to build community with families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Parent Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	The overall rating was 93.1%. 77% said staff listens to parent concerns about issues.	Overall rate to increase to 95% and increase to 80% with parents saying that staff listens to parent concerns about issues.
Parent Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	The overall rating was 85%. 61.3% said the school actively seeks the input of parents before making important decisions.	Overall rating to increase to 88% and increase to 75% with parents saying that the school actively seeks the input of parents before making decisions.
Student Survey - Safety - Concerns about student safety are taken seriously. Percent strongly agree/agree	82.6%	Increase to 85%
Student Survey - Safety - Concerns about student safety are addressed appropriately. Percent strongly agree/agree	77.4%	Increase to 85%
Student Survey - High Expectations/ Caring Relationships - There is an adult from the school who checks on how students are doing. Percent strongly agree/agree	60.3%	Increase to 85%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Student Survey - High Expectations/ Caring Relationships - School climate is positive, nurturing, and caring. Percent strongly agree/agree	85.7%	Increase to 88%
Student Survey - School Culture/Sense of Belonging - Students feel like apart of a school community. Percent strongly agree/agree	79.4%	Increase to 85%
Student Survey - School Culture/Sense of Belonging - People are respectful to others at my school. Percent strongly agree/agree	73.7%	Increase to 85%
Student Survey - School Culture/Sense of Belonging - Students are happy to be at school. Percent strongly agree/agree	82.8%	Increase to 85%
SAEBRS: Social - High Risk, Some Risk (spring)	4.2% 12.8%	decrease overall
SAEBRS: Emotional - High Risk, Some Risk (spring)	4.7% 13.1%	decrease overall
SAEBRS: Academic - High Risk, Some Risk (spring)	4.7% 13.1%	decrease overall
mySAEBRS: Social - High Risk, Some Risk (spring)	5.6% 13.6%	decrease overall
mySAEBRS: Emotional - High Risk, Some Risk (spring)	4% 14.1%	decrease overall
mySAEBRS: Academic - High Risk, Some Risk (spring)	2.3% 10.2%	decrease overall

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)		Proposed Allocation		Implementation Timeline
1.1	Utilize listening sessions to increase student, parent, and staff voice.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff					August 2022-June 2023
1.2	Purchase materials to support the teaching, and modeling of respectful communication, character development, and conflict resolution throughout the school community.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		500		August 2022-June 2023
1.3	Provide assemblies and programs that promote positive behavior, antibullying, and recognition of our school community.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers					August 2022-June 2023
1.4	Create an attendance plan to promote positive attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers					August 2022-June 2023

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Attendance rates, behavior records (monthly), and mySAEBRS, student listening sessions

What worked and didn't work? Why? (monitoring)

Attendance rates, behavior records, and MySAEBRS were a starting point. Having listening sessions, class meetings, individual conversations with students, and sessions with the social worker helped to gather more data and be reflective.

What modification(s) did you make based on the data? (evaluation).

We attempted to increase an SEL curriculum, "Choose Love" by blocking 20 minutes of each morning dedicated for teachers to do SEL lessons/class meetings in order to build community. Character Club was resurrected to increase character trait awareness. With

ELO funds, a social worker was hired to help support students with greater need as well as support teachers with class meetings. Morning messages went out three times a week to focus on a character trait.

2021-22
Identified Need

Healthy Environments
Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by integrating social-emotional learning.

We continue to need opportunities for students to experience positive interactions with students and staff, refine social skills; Increase EL and Low SES attendance rates and decrease chronic absence rates; and refine classroom environment strategies in order to increase students sense of belonging, to better understand what students perceive as disrespect, to further develop a caring/nurturing community. School culture is an area of need based on staff and student surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Student Survey: High Expectations/Caring Relationships	Students overall 91.4%, 60.3% say there is an adult on from the school who checks on how students are doing.	Students overall to increase 94.4%, increase to 75% who say there is an adult on campus who listens when I have something to say.
Student Survey: Meaningful Participation	Students overall 81.9%. 61% of students are excited about what they are learning. 77.1% feel they are prepared for the next step in their educational experience, and 84.5% of students are engaged/motivated in their learning.	Students overall to increase to 85%. Increase to 80% of students that are excited about what they are learning, increase to 80% in students who feel they are prepared for the next step in their educational experience, and increase to 88% in students who are engaged/motivated in their learning.
District Survey: School Culture (students) School Culture (staff)	Students overall 88.8%. 73.7% agree people are respectful at my school, 72.2% school listens to student input on important decisions, 79.4% of students feel like part of a school community.	Students overall to increase 90%. Increase to 80% in people that are respectful at school, increase to 80% in school listens to input on important

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	Staff overall 76.7%, 73.3% of people are respectful to others at my school, 80% of students feel like a part of a school community, and 50% feel the school listens to student input on important decisions.	decisions, increase to 85% in student feels like part of a school community. Staff overall to increase 80%. Increase to 80% in people that are respectful to others at my school, increase to 85% in students feel like a part of a school community, and 80% feel the school listens to student input on important decisions.
Student Survey: Sense of Belonging	79.4% students feel like part of a school community, 82.8% I'm happy to be at school.	Increase to 85% in students feel like part of a school community, increase to 85% that students are happy to be at my school.
Attendance Rate	94%	We expect the overall rating to increase 2%
Chronic Absence Rates	All 17.6%, Low SES 27.2%, ELL 37.5%	decrease all 3%, Low SES 3%, ELL 3%
In School Suspensions	0%	0%
Home Suspensions	.18%	0%
SAEBRS: Social - High Risk, Some Risk	4.2% 12.8%	decrease overall
SAEBRS: Emotional - High Risk, Some Risk	4.7% 13.1%	decrease overall
SAEBRS: Academic - High Risk, Some Risk	4.7% 13.1%	decrease overall
mySAEBRS: Social - High Risk, Some Risk	5.6% 13.6%	decrease overall
mySAEBRS: Emotional - High Risk, Some Risky	4% 14.1%	decrease overall
mySAEBRS: Academic - High Risk, Some Risk	2.3% 10.2%	decrease overall

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Pay additional time for attendance clerk to implement an attendance improvement plan to increase school-wide attendance, closely monitor chronic absenteeism, and to support parents and students with resources.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Attendance Clerk	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	3800 5700	August 2022 - June 2023
2.2	Purchase supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	August 2022 - June 2023

	social emotional needs of students while promoting a positive climate for students, families, and staff.					
2.3	Pay additional time for recreational assistant(s) as needed to increase school-wide safety measures and support a positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	August 2022 - June 2023
2.4	Purchase safety resources and materials to support and sustain a positive, safe school climate	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	500	August 2022 - June 2023

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Text Level, iReady, school based screeners for reading and math

What worked and didn't work? Why? (monitoring)

Data conversations, giving other targeted assessments to students to target gaps in learning, review of Tier 1 and 2 interventions, purchasing additional instructional materials, focus on the Science of Reading K-2, Intervention teacher to target students that need more interventions

What modification(s) did you make based on the data? (evaluation)

Began the development of a scope and sequence for reading and math K-5. Schoolwide screeners for reading and discussion for math, used on-line resources for students

2021-22
Identified Need

There is a significant difference in performance between all students and low-income students. Phonemic awareness, reading comprehension, vocabulary, math, and writing (all content areas) continue to be areas of need. We also need to continue with staff development around the use and implementation of the iReady program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Reading Diagnostic all students in grades 3-5 Winter 2022	63.6% scored at or above grade level	Increase 3%
iReady Reading Diagnostic all Low SES students in grades 3-5 Winter 2022	44.4% scored at or above grade level	Increase 3%
iReady Math Diagnostic all students in grades 3-5 Winter 2022	54.9% scored at or above grade level	Increase 3%
iReady Math Diagnostic all Low SES students in grades 3-5 Winter 2022	27.8% scored at or above grade level	Increase 3%
iReady Math Diagnostic all students in grades 1-2 Winter 2022	60.1% scored at or above grade level	Increase 3%
iReady Math Diagnostic al Low SES students in grades 1-2 Winter 2022	48.4% scored at or above grade level	Increase 3%
Text Level all students in grades K-2 (March 2022)	73% scored at or above grade level	Increase 3%
Text Level all Low SES students in grades K-2 (March 2022)	56.6% scored at or above grade level	Increase 3%
Text Level all ELL students in grades K-2 (March 2022)	27.3% scored at or above grade level	Increase 3%
ELPAC overall (2020-2021)	Level 4 - 22%, Level 3 - 22%, Level 2 - 26%, Level 1 - 22%	Increase in levels 4 and 3, decrease in levels 2 and 1
ELPAC oral (2020-2021)	Level 4 - 30%, Level 3 - 17%, Level 2 - 26%, Level 1 - 17%	Increase in levels 4 and 3, decrease in levels 2 and 1

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
ELPAC written (2020-2021)	Level 4 - 13%, Level 3 - 26%, Level 2 - 17%, Level 1 - 35%	Increase in levels 4 and 3, decrease in levels 2 and 1

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase instructional materials for reading and/or math targeting skills and strategies that students need in order to gain independence.	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	August 2022 - June 2023
3.2	Provide before/after school intervention to low performing targeted students in Math and ELA.	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	August 2022 - June 2023
3.3	Purchase professional resources, books,	X All Students English Learners Low-Income Students Foster Youth	Principal, Teachers	LCFF Supplemental Site Allocation	1000	August 2022 - June 2023

	materials for intervention and instruction. (curriculum, books, licenses, etc.)	Other		5800: Professional/Consulting Services And Operating Expenditures		
3.4	Purchase chromebooks in order to support students in their learning and give them access to on-line resources	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	13000	August 2022 - June 2023
3.5	Provide extra-curricular activities for targeted groups	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	August 2022 - June 2023
3.6		All Students English Learners Low-Income Students				

| | | Foster Youth | | | | |
| | | Other Homeless | | | | |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

District spring survey, student listening sessions

What worked and didn't work? Why? (monitoring)

Unfortunately we only attempted spirit and career days. Discussion around this goal came up often. We need to engage with our feeder middle school to have conversations and an awareness as to what s offered to our students and then have conversations with our families. We also need to bring awareness to course offerings at the middle and high school level, as well as raise more awareness with our students around graduation requirements. Additionally, we need to have open discussions on how student feel they learn best and what environments they feel they learn more.

What modification(s) did you make based on the data? (evaluation)

No modifications were made.

2021-22
Identified Need

With this being a new goal area, there are several areas that we can work on in helping to inform our parents and students. We need to bring awareness to course offerings at the middle and high school level, as well as raise awareness with students around graduation requirements. Additionally, we need to have more open discussions on how students feel they learn best and what environments they feel they learn more.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey: College and Career % of Students and Parents that know the kinds of courses they need to pass to be prepared for college.	53.1% of parents 41.4% of students	Increase parents to 70% Increase students to 70%
District Survey: College and Career % of Students and Parents know what classes they will have to take and pass to graduate from high school	52.3% of parents 34.6% of students	Increase parents to 70% Increase students to 70 %
Student Survey: Meaningful Participation	70% of students are prepared for the next step of their educational experience	Increase to 75% of students who are prepared for the next step of their educational experience

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Increase parent and	X All Students English Learners	Principal, Teachers, Staff			August 2022 - June 2023

	student awareness around course scope and sequence, as well as high school graduation requirements	Low-Income Students Foster Youth Other				
4.2	Implement and promote college themed spirit days to provide opportunities to explore college interests	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			August 2022 - June 2023
4.3	Implement virtual or in-person career days to provide opportunities for students to explore career interests	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			August 2022 - June 2023
4.4	Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			August 2022 - June 2023

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Summer Programs	School year 2022-23	Credentialed and classified staff, materials and supplies, transportation, salary, and benefits	$1,200,000	Title I
2. Intervention		Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.	$617,219	
3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language		Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses	100,000	
4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.		Salary and benefits, materials, and supplies.	771,420	

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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$31,500.00

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 ($)

Subtotal of additional federal funds included for this school: $

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 Supplemental Site Allocation	$31,500.00

Subtotal of state or local funds included for this school: $31,500.00

Total of federal, state, and/or local funds for this school: $31,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	4,300.00
3000-3999: Employee Benefits	5,700.00
4000-4999: Books And Supplies	19,500.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	4,300.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,700.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	500.00
Goal 2	12,000.00
Goal 3	19,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Cris Petroni	Principal
Laurel Price	Other School Staff
Li Ezzell	Classroom Teacher
Julie Steiger	Classroom Teacher
Brooke Fahey	Classroom Teacher
Crystal DeFanti	Parent or Community Member
Robert Lemmon	Parent or Community Member
Yongxuan Gao	Parent or Community Member
Katharine Owens	Parent or Community Member
DJ Waldow	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

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.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/17/2022.

Attested:

CPetroni	Principal, Cris Petroni on 5/17/2022
(signature)	SSC Chairperson, DJ Waldow on 5/17/2022

Budget By Expenditures

Mariemont Elementary School

Funding Source: LCFF Supplemental Site Allocation   **$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials to support the teaching, and modeling of respectful communication, character development, and conflict resolution throughout the school community.	4000-4999: Books And Supplies	$500.00	Connected School Communities	
Pay additional time for attendance clerk to implement an attendance improvement plan to increase school-wide attendance, closely monitor chronic absenteeism, and to support parents and students with resources.	2000-2999: Classified Personnel Salaries	$3,800.00	Healthy Environments for Social-Emotional Growth	
Purchase supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the social emotional needs of students while promoting a positive climate for students, families, and staff.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	
Pay additional time for recreational assistant(s) as needed to increase school-wide safety measures and support a positive school climate.	4000-4999: Books And Supplies	$1,500.00	Healthy Environments for Social-Emotional Growth	
Purchase safety resources and materials to support and sustain a positive, safe school climate	2000-2999: Classified Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$5,700.00	Healthy Environments for Social-Emotional Growth	
Purchase instructional materials for reading and/or math targeting skills and strategies that students need in order to gain independence.	4000-4999: Books And Supplies	$2,500.00	Engaging Academic Programs	

Mariemont Elementary School

Provide before/after school intervention to low performing targeted students in Math and ELA.	1000-1999: Certificated Personnel Salaries	$1,000.00	Engaging Academic Programs
Purchase professional resources, books, materials for intervention and instruction. (curriculum, books, licenses, etc.)	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00	Engaging Academic Programs
Purchase chromebooks in order to support students in their learning and give them access to on-line resources	4000-4999: Books And Supplies	$13,000.00	Engaging Academic Programs
Provide extra-curricular activities for targeted groups	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$31,500.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Mariemont Elementary School Total Expenditures:	$31,500.00