

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
Mariposa Avenue Elementary School	34-67447-6034714	May 31, 2022	June 28th, 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)

Schoolwide Program

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

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 aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning.

Site goals include actions, services and expenditures that meet the state and federal requirements.

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allowable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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

The site leadership team met to review site data and discuss areas of growth, stagnation, and decline throughout the 2021-22 school year. The team determined that the areas of English Language Arts, specifically comprehension and vocabulary and Math were of the most concern.

The Mariposa School Site Council met in March 2022 to review the 2021-22 site data. School Site Council expressed concern about students who were chronically absent and how their absence directly correlates to lower summative assessment scores and overall academic readiness and achievement.

ELAC met throughout the school year. ELAC reviewed the 2021-22 school site data and local data. The ELAC members asked questions about text level in Kindergarten through 2nd grade and how the school could support families with reading at home. Committee members expressed

appreciation for online programs that can be accessed by students at home. Committee members wondered what after school enrichment programs would be available to students this school year.

Teachers have expressed the desire to focus on/continue with increasing student and staff safety through Positive Behavior Intervention Systems (PBIS) and an increased focus on classroom communities through Restorative Practices; Class Meeting that Matter Program, and increasing staff presence around campus through Rec Aides and a School/Community Intervention Assistant as well as other safety measures around campus and throughout the school day.

Resource Inequities

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

For the 2021-22 school year, we looked at i-Ready data and early literacy assessments to purchase additional phonics based intervention programs to support our students.

In 2021-22 we used iReady to assess all students in math three times a school year to provide for that common assessment.

When looking at our Positive Behavior Intervention Systems (PBIS) data over the school year, we noticed that we had a significant number of incidents during unstructured time, specifically on the playground. After talking to various stakeholder groups and committees, we determined that it would benefit our students to have more activities to participate in on the playground. We are spending more of our monies on our recreation aides this year and a Campus Representative to allow for time to teach a variety of playground games and to build stronger relationships with all students to increase the effectiveness of problem-solving and also to offer more comprehensive school-day coverage. In the 2022-23 school year, our school aims to provide additional PBIS supports, Character Assemblies, and student recognition of positive behavior practices. Restorative Circles and Class Meetings are still an integral part of our classroom structure.

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?

School Climate Survey of our parents, students and staff for the year.

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

Our Relationships and Meaningful participation increased this year with our students. We implemented Second Step Curriculum and continued PBIS. Our school culture and safety decreased this year with our students.

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

We will be implementing Classroom Meetings that Matter program next year in each classroom. We will also be expanding our PBIS practices and adding student council next year. We are adding a School/Community Intervention Assistant.

2021-22

Identified Need

Data collected show that there is still a need for a focus on connected school communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2021-22 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	We found that in the 2021-2022 school year, 94.1% of parent respondents strongly agree/agree overall that they are able and encouraged to participate in their child's education. While 96.2% of parent respondents strongly agreed/agreed that staff at our school promptly responded to phone calls, messages, or emails, while 87.5% of staff respondents felt that they were promptly returning phone calls, messages and emails.	In the 2022-23 school year, we anticipate our overall indicator in Parent Involvement will increase by 2% to 95.9%. We also anticipate that parent respondents who strongly agree/agree that staff promptly responds to phone calls, messages, and emails will increase by 2% to 98.12%.
Spring 2021-22 School Survey - Overall rating of questions in the staff school decision making section. Percent strongly agree/agree.	We found that in the 2021-2022 school year, overall 62.5% of staff respondents strongly agreed/agreed that they were included in school decision making.	In the 2022-2023 school year, we anticipate our overall indicator in School Decision Making by staff respondents to increase by 5% to 65.7%.
Spring 2021-22 School Survey - Overall rating of questions in the student school culture/sense of belonging section. Percent strongly agree/agree.	We found that in the 2021-2022 school year, overall 64.3% of student respondents strongly agreed/agreed that our School Culture is positive and inclusive.	In the 2022-2023 school year, we anticipate our student overall indicator in School Culture to increase by 5% to 67.51%.

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	Host family and community	X All Students English Learners	Staff	Title I Part A Parent	1,196	2022-2023

	engagement activities through family nights; such as, Sami's Circuit, Family Cultural Fair, family community resource fair, etc.	Low-Income Students Foster Youth Other		Involvement None Specified		
1.2	Connect and communicate with families to ensure student academic success in person, through email, phone calls, written notices, school website, social media, newsletters, and technology audio/visual presentations, translations, translators, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	500	2022-2023
1.3	Provide childcare and light refreshments to parents attending school-sponsored events related	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2022-2023

	to academic achievement.					
1.4	Build and maintain a Family Resource Center where materials to support academic achievement, attendance, participation, and English Language Acquisition are available and supported through activities and trainings for families.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1,740	2022-2023
1.5	Purchase a copy machine contract and laminator supplies with 20% Title I Site funds, 20% Parent Involvement Funds, and 20% LCFF Site Supplemental funds in order to provide materials to	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	434 434 434	2022-2023

	<p>families about safety, English language acquisition, academic achievement and intervention, attendance, parent participation, and family engagement.</p>			<p>tal Site Allocation 4000-4999: Books And Supplies</p>		
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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?

Suspension and Attendance Rate Data and School Culture and Climate Survey for the year.

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

Chronic attendance was very high due to Covid protocols. Suspension rate was low due to Restorative Practices and additional counseling support with the addition of a part time counselor.

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

We will be continuing with our additional counseling support and have re-implemented our attendance program as Covid protocols have changed. We are also adding a School/Community Intervention Assistant.

2021-22

Identified Need

Healthy and welcoming 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.

Data such as suspension and attendance rate as well as school culture and climate surveys indicate that there is still a need to focus on healthy environments for social and emotional growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Suspension Rate	.65 0% of students were suspended	Decrease the suspension rate to <2%
Attendance Rate and Chronic Absenteeism	86% attendance rate 51.7% chronic absenteeism	An increase in overall attendance by 9% to 95.0%. Decrease our Chronic Absenteeism rate by 34.9% to 16.8%.
School Culture and Climate Student Survey	56.7% of students feel that concerns about student safety are taken seriously. 46.7% of students feel that they are prepared for the next step in their educational experience - Meaningful Participation 50% % of students feel that they are a part of their school - School Culture/Sense of Belonging 50% of students feel that the school climate is positive, nurturing, and caring - High Expectations/Caring Relationships	An increase of 5.0% to 60% in the area of safety. An increase of 5.0% to 49% in the area of Meaningful Participation. An increase of 5.0% to 52.5% in the area of Culture/Sense of Belonging. An increase of 5.0% to 52.5% in the area of school climate.
School Culture and Climate Parent Survey	87% of parents feel that concerns about student safety are addressed in an appropriate and timely manner - Safety 75.9% of parents feel that students are prepared for the next step in their	An increase of 5.0% to 91.3% in the area of safety An increase of 5.0% to 79.6% in the area of Meaningful Participation An increase of 5.0% to 81.69% in the area of Parent Involvement

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	<p>educational experience - Meaningful Participation</p> <p>77.8 % of parents feel that our school offers parents opportunities to be involved in school and classroom activities Parent Involvement</p> <p>90.6% of parents feel that the school promotes academic success of all students -High Expectations/Caring Relationships</p>	<p>An increase of 5.0% to 95.1% in the area of High Expectations/Caring Relationships</p>
School Culture and Climate Staff Survey	<p>62.5% of staff feel that concerns about student safety are addressed in an appropriate and timely manner - Safety</p> <p>37.5% of staff feel that students are prepared for the next step in their educational experience - Meaningful Participation</p> <p>25% of staff feel that our school offers parents opportunities to be involved in school and classroom activities - Parent Involvement</p> <p>87.5% of staff feel that the school promotes academic success of all students - High Expectations/Caring Relationships</p>	<p>An increase of 5.0% to 65.6% in the area of safety.</p> <p>An increase of 5.0% to 39.3% in the area of Meaningful Participation.</p> <p>An increase of 5% to 26.25% in the area of Culture/Sense of Belonging.</p> <p>An increase of 5.0% to 91.8% in the area of school climate.</p>

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	Engage students in	X All Students English Learners	Staff	LCFF Supplemen	2500	2022-2023

	social emotional curriculum and experiences such as Restorative Practices, Positive Behavior Intervention Systems (PBIS), Second Step, Strong Kids, and other programs through staff professional development, and student engagement in person, through print, materials, and on digital platforms and professional development.	Low-Income Students Foster Youth Other		tal Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.2	School/Community Intervention Assistant .75 Supports implementation of school wide attendance, intervention, safety and	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	56,065	2022-2023

	community engagement plans.					
2.3	Provide measures of safety around campus including materials and supplies to enhance safety and Rec Aides to supervise students throughout the day.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	2022-2023
2.4	Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall student achievement. Use translation and extra hours as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	2022-2023
2.5	Attendance clerk will work 40 additional	X All Students English Learners Low-Income Students	Staff	LCFF Supplemen	1000	2022-2023

	hours per school year to reach out to families whose students are chronically absent or at risk of chronic absenteeism and communicate with them about missed school days/hours, work missed, and the connection attendance has to student achievement and students' academic readiness. Attendance clerk will record all family communication in student data system.	Foster Youth Other		tal Site Allocation 2000-2999: Classified Personnel Salaries		
2.6	Provide additional Rec Aide hours to increase positive student engagement	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 2000-2999: Classified	5,088 3412	2022-2023

	during unstructured time			Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries		
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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?

i-Ready Scores and Text Level Scores twice this year and ongoing assessment in Text Levels and Early Literacy Assessment.

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

Adding an additional Intervention Teacher increased growth made in ELA.

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

We created an Intervention Block Schedule to minimize pulling out students during core curriculum time. We are piloting a new Math program to address the low growth in our i-Ready math data.

2021-22

Identified Need

Data results for academics show a continual need to focus on engaging academic programs. Connected communities and personal relationships are foundational for learning. We will ensure that each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate, and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
21-22 ELPAC Summative Assessment		<p>An increase in overall performance in levels 3 and 4 by 4%</p> <p>A decrease in levels 1 and 2 by 4%</p> <p>An increase in writing performance in levels 3 and 4 by 2%</p> <p>A decrease in levels 1 and 2 by 2%</p>
21-22 iReady Math Winter Scores	17.2% of students in grades 3-5 who participated in Winter iReady Math Assessments were meeting or exceeding grade-level standards.	An increase of 5% to 18.06% of students meeting grade level proficiency.
21-22 iReady Reading Winter Scores	<p>21.9% of students in grades K-5 who participated in the Winter iReady Reading Assessments were meeting or exceeding grade-level standards.</p> <p>17.5% of students who are of a Low Socioeconomic Status who participated in Winter iReady Reading Assessments were meeting or exceeding grade-level standards.</p>	<p>An increase of 5% to 22.9% of students meeting or exceeding grade level proficiency</p> <p>An increase of 5% to 18.4% of low socioeconomic status students meeting or exceeding grade level proficiency.</p>
21-22 Kindergarten through Second Grade i-Ready/Text Level Reading Grade Level Proficiency	<p>26.4% of all students reading on grade level text</p> <p>25.7% of low socioeconomic status students reading on grade level text</p>	<p>An increase of 5% to 27.7% of all students reading on grade level text</p> <p>An increase of 7% to 27.4% of low socioeconomic status students reading on grade level text</p>

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	Provide students with technology based academic platforms to improve overall academic performance for students who are English Language Learners and those of a Low Socioeconomic Status who are working below grade-level standards.	All Students X English Learners X Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	12000	School Year 2022 - 2023
3.2	Provide Reading and Math Intervention and assessment materials which are aligned to the common core	All Students X English Learners X Low-Income Students Foster Youth Other	Administration and ELD Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6,000	School Year 2022 - 2023

	standards to in order to provide supplemental core instruction to students who are low income and English language learners working below grade level standards.					
3.3	Provide non-fiction and fiction books to support students of a Low Socioeconomic Status who are not meeting grade-level standards access to highly engaging relevant text.	X All Students English Learners X Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2022 - 2023
3.4	Purchase and maintain supplemental classroom supplies, materials, and resources	All Students English Learners X Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,430	School Year 2022 - 2023

	focused on Math, ELD, GLAD, STEAM, and other academic programs and areas in order to continually support academic growth and maintain academic achievement for students who are performing below grade-level expectations.					
3.5	Substitute services for classroom teachers to engage in data analysis, peer observations, and professional learning focused on Math, ELA, ELD, and STEAM and other academic instruction	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	School Year 2022 - 2023

	interventions and supports with the intention of raising academic achievement.					
3.6	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily with one 0.5 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	49,349	School Year 2022 - 2023
3.7	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in	All Students X English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	41,754	School Year 2022 - 2023

	collaboration with the classroom teacher (BIA/IA) 0.5 FTE BIA.					
3.8	Provide supplemental professional development, professional training materials, supports, and supplemental materials and supplies in order to increase overall academic achievement for students.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	School Year 2022 - 2023
3.9	Provide academic intervention for students who are performing below grade level.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School Year 2022 - 2023
3.10	Provide academic instructional	X All Students English Learners Low-Income Students	Staff	Title I Part A Site Allocation	11,567 4,723	School Year 2022 - 2023

	support in the classroom to boost student academic achievement through one 0.4 FT Instructional Assistants.	Foster Youth Other		2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.11	Provide academic intervention throughout the school day to students who are performing below grade level through a 1.0 FTE Academic Interventionist	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	91,000 47,860	School Year 2022 - 2023
3.12		All Students English Learners Low-Income Students Foster Youth Other				
3.13		All Students English Learners Low-Income Students Foster Youth				

		Other						
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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?

School Culture and Climate survey this year.

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

Experiences for students in the area of STEAM. Students were more engaged and aware of future plans and outcomes beyond their time in elementary school and into high school.

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

Additional experiences outside of school in the area of STEAM to broaden their ideas of their plans beyond high school.

2021-22

Identified Need

Students need access to enrichment experiences that will allow them to learn about career pathways that are open to them.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - College and Career -Students are interested in college or university (2 years or 4 years).	58.1 % of respondents reported yes to this question	An increase of 5% to 61%
Winter 2021-22 School Survey - College and Career -Parents know the kinds of courses they need to pass to be prepared for college.	81.6% of respondents reported yes to this question	An increase of 5% to 85.6%.
Winter 2021-22 School Survey - College and Career - Students are undecided about my plans beyond high school.	35.5% of students reported yes to the question	An decrease of 5% to 37.3
Number of enrichment opportunities offered before, during or after school	Art , Music and STEM opportunities were offered during the school day.	In 2022-23, after school enrichment opportunities will be offered to students in art, music and STEM.

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	Provide enrichment and engagement experiences with a goal of equitable	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 5000-5999: Services And Other	5,396	2022-23 School Year

	exposure to a wide range of extracurricular experiences and activities, college and career pathways, and leadership opportunities both on campus and off campus.			Operating Expenditures		
4.2	Purchase supplies and materials to create hands on learning experiences to build capacity around communicating reasoning and academic language.	All Students English Learners X Low-Income Students Foster Youth Other	Instructional Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000	2022-23 School Year

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)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$234,915.00
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	\$366,582.00

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 (\$)
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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 Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$91,103.00
LCFF Supplemental Site Allocation	\$37,152.00
Title I Part A Parent Involvement	\$3,870.00
Title I Part A Site Allocation	\$231,045.00

Subtotal of state or local funds included for this school: \$366,582.00

Total of federal, state, and/or local funds for this school: \$366,582.00

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	37,152.00	0.00
LCFF Supplemental English Learner Central	91,103	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00
Title I Part A Site Allocation	231,045.00	0.00
Title I Part A Parent Involvement	3,870.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	91,103.00
LCFF Supplemental Site Allocation	37,152.00
Title I Part A Parent Involvement	3,870.00
Title I Part A Site Allocation	231,045.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,000.00
2000-2999: Classified Personnel Salaries	168,735.00
3000-3999: Employee Benefits	52,583.00
4000-4999: Books And Supplies	26,172.00
5000-5999: Services And Other Operating Expenditures	19,896.00
None Specified	1,196.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	91,103.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,088.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,564.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	14,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,174.00
None Specified	Title I Part A Parent Involvement	1,196.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	98,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	67,632.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	52,583.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	7,434.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	5,396.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,238.00
Goal 2	70,265.00
Goal 3	283,683.00
Goal 4	7,396.00

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
Kristin Finney	Principal
Hannah Schauburger	Classroom Teacher
Araya Tatsch	Classroom Teacher
Laura Brady	Classroom Teacher
Sheena Halseth	Other School Staff
Neelam Poudyal	Parent or Community Member
Ruth Fox	Parent or Community Member
Desiree Apgar	Parent or Community Member
Niyia Mays	Parent or Community Member
Jane Putnam	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

Other:

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 May 31, 2022.

Attested:



Principal, Kristin Finney on June 9, 2022



SSC Chairperson, Hanna Schauburger on June 9, 2022

Budget By Expenditures

Mariposa Avenue Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$91,103.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily with one 0.5 FTE ELD Teacher	2000-2999: Classified Personnel Salaries	\$49,349.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA) 0.5 FTE BIA.	2000-2999: Classified Personnel Salaries	\$41,754.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$91,103.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Mariposa Avenue Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$37,152.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide students with technology based academic platforms to improve overall academic performance for students who are English Language Learners and those of a Low Socioeconomic Status who are working below grade-level standards.	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Engaging Academic Programs	
Provide Reading and Math Intervention and assessment materials which are aligned to the common core standards to in order to provide supplemental core instruction to students who are low income and English language learners working below grade level standards.	4000-4999: Books And Supplies	\$6,000.00	Engaging Academic Programs	
Provide non-fiction and fiction books to support students of a Low Socioeconomic Status who are not meeting grade-level standards access to highly engaging relevant text.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
Purchase and maintain supplemental classroom supplies, materials, and resources focused on Math, ELD, GLAD, STEAM, and other academic programs and areas in order to continually support academic growth and maintain academic achievement for students who are performing below grade-level expectations.	4000-4999: Books And Supplies	\$5,430.00	Engaging Academic Programs	
Provide measures of safety around campus including materials and supplies to enhance safety and Rec Aides to supervise students throughout the day.	4000-4999: Books And Supplies	\$200.00	Healthy Environments for Social-Emotional Growth	

Mariposa Avenue Elementary School

Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall student achievement. Use translation and extra hours as needed.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth
Attendance clerk will work 40 additional hours per school year to reach out to families whose students are chronically absent or at risk of chronic absenteeism and communicate with them about missed school days/hours, work missed, and the connection attendance has to student achievement and students' academic readiness. Attendance clerk will record all family communication in student data system.	2000-2999: Classified Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth
Provide additional Rec Aide hours to increase positive student engagement during unstructured time	2000-2999: Classified Personnel Salaries	\$5,088.00	Healthy Environments for Social-Emotional Growth
Provide childcare and light refreshments to parents attending school-sponsored events related to academic achievement.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
	4000-4999: Books And Supplies	\$434.00	Connected School Communities
Engage students in social emotional curriculum and experiences such as Restorative Practices, Positive Behavior Intervention Systems (PBIS), Second Step, Strong Kids, and other programs through staff professional development, and student engagement in person, through print, materials, and on digital platforms and professional development.	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$37,152.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mariposa Avenue Elementary School

Funding Source: Title I Part A Parent Involvement \$3,870.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Host family and community engagement activities through family nights; such as, Sami's Circuit, Family Cultural Fair, family community resource fair, etc.	None Specified	\$1,196.00	Connected School Communities	
Connect and communicate with families to ensure student academic success in person, through email, phone calls, written notices, school website, social media, newsletters, and technology audio/visual presentations, translations, translators, etc.	2000-2999: Classified Personnel Salaries	\$500.00	Connected School Communities	
Build and maintain a Family Resource Center where materials to support academic achievement, attendance, participation, and English Language Acquisition are available and supported through activities and trainings for families.	4000-4999: Books And Supplies	\$1,740.00	Connected School Communities	
Purchase a copy machine contract and laminator supplies with 20% Title I Site funds, 20% Parent Involvement Funds, and 20% LCFF Site Supplemental funds in order to provide materials to families about safety, English language acquisition, academic achievement and intervention, attendance, parent participation, and family engagement.	4000-4999: Books And Supplies	\$434.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$3,870.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$231,045.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mariposa Avenue Elementary School

	4000-4999: Books And Supplies	\$434.00	Connected School Communities
School/Community Intervention Assistant .75 Supports implementation of school wide attendance, intervention, safety and community engagement plans.	2000-2999: Classified Personnel Salaries	\$56,065.00	Healthy Environments for Social-Emotional Growth
Substitute services for classroom teachers to engage in data analysis, peer observations, and professional learning focused on Math, ELA, ELD, and STEAM and other academic instruction interventions and supports with the intention of raising academic achievement.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
Provide supplemental professional development, professional training materials, supports, and supplemental materials and supplies in order to increase overall academic achievement for students.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways, and leadership opportunities both on campus and off campus.	5000-5999: Services And Other Operating Expenditures	\$5,396.00	Clear Pathways to Bright Futures
Purchase supplies and materials to create hands on learning experiences to build capacity around communicating reasoning and academic language.	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures
Provide academic intervention for students who are performing below grade level.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
Provide academic instructional support in the classroom to boost student academic achievement through one 0.4 FT Instructional Assistants.	2000-2999: Classified Personnel Salaries	\$11,567.00	Engaging Academic Programs
Provide academic intervention throughout the school day to students who are performing below grade level through a 1.0 FTE Academic Interventionist	1000-1999: Certificated Personnel Salaries	\$91,000.00	Engaging Academic Programs

Mariposa Avenue Elementary School

3000-3999: Employee Benefits	\$4,723.00	Engaging Academic Programs
3000-3999: Employee Benefits	\$47,860.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$231,045.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Mariposa Avenue Elementary School Total Expenditures: \$366,582.00