



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 18, 2021	September 28, 2021

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 with developing the School Plan began in the winter of the school year 2020-21. The Site Leadership Team, School Site Council, and our English Learner Advisory Committee 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 with distance learning. The SSC was interested in targeting the needs of the low socio-economic and English Language students.

The Site Leadership Team met every other week and voiced concern about school culture, intervention, professional learning, and the need to continue to implement phonemic awareness to our youngest learners.

The English Language Advisory Committee was scheduled to meet 4 times this year. There has been a lack of interest in parents who attend ELAC meetings. A robust solicitation of parents was discussed to encourage more participation.

Empathy Gathering:

Listening sessions were held with students and a survey went out to parents to ask questions related to distance learning and the transition to hybrid learning. While most felt positive about what students and teachers are doing, there was a very strong need to get students back to in-person learning as soon as possible. Parents are very concerned about the social-emotional toll it has taken on their students being away from their friends and not having that social interaction with their friends and classmates. Parents are also concerned with learning loss while being in distance learning.

Stakeholder involvement was done virtually and the discussion was around meeting student needs while distance learning and mitigating learning loss.

Site Leadership Team met weekly August-October to review and discuss:

- ~ data compared to 2019-2020
- ~ how to best support teachers and students through a distance learning model
- ~ professional learning opportunities as it applies to distance learning and social justice/antibias instruction

Staff engaged during staff meetings in August-October to review and discuss:

- ~ data compared to 2019-2020
- ~ Comprehensive Needs Assessment
- ~ site budget
- ~ resources needed to support Distance or Hybrid Learning
- ~ how to engage students/increase attendance for synchronous and asynchronous learning

School Site Council met in September and October to review/discuss:

- ~ data compared to 2019-2020
- ~ Comprehensive Needs Assessment
- ~ site budget
- ~ resources needed to support Distance or Hybrid Learning
- ~ how to engage students/increase attendance for synchronous and asynchronous learning

English Language Advisory Committee (ELAC) was scheduled to review and discuss:

- ~ Comprehensive Needs Assessment
- ~ site budget
- ~ resources needed to support Distance or Hybrid Learning
- ~ how to engage students/increase attendance for synchronous and asynchronous learning.

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 the current situation of distance learning and uncertainty student's academic progress and social-emotional well-being, the focus of this plan is to address resource inequities related to supporting student's return to in-person instruction and preparing 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. Described below:

Intervention:

Student learning loss will vary according to each student's circumstances. 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, parent surveys, phone calls, emails, material distribution days, Google Classroom, SeeSaw, apps, 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 "big picture" on teacher release time, interventions, and school climate. The focus has always been on specific academic and cultural areas. But last year, 2020-21, 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 assigning 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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in 2020-2021 were interrupted due to distance learning, hybrid model, and in-person learning in response to COVID-19.

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

The difference between intended and actual expenditures resulted from starting the school year in Distance Learning and then converting to a Hybrid Learning model two-thirds through the school year. Many of the actions described we were unable to provide due to the pandemic. Resources were re-allocated to support students throughout Distance Learning and as they transitioned to Hybrid and In-Person Learning.

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.

With the 2020-21 school year being mainly through distance learning, students until their return had been out of school for over a year. When the majority of students returned to Mariemont, staff noticed a large number of students forgetting what the school environment was like and what it meant to be a community of learners. It was clear, based on anecdotal evidence, that students could use lessons on character development focusing on basic principles of respect, responsibility, and the like. It's also clear that students have a number of social/emotional needs that need to be met.

2020-21

Identified Need

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Parent Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	The overall rating was 77.1%. 58.9% said staff listens to parent concerns about issues.	Overall rate to increase to 85% and increase to 75% 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 66%. 58.9% said the school actively seeks the input of parents before making important decisions.	Overall rating to increase to 85% and increase to 75% with parents saying that the school actively seeks the input of parents before making decisions.
Student Survey - Safety - Bullying is an issue on our campus. Percent strongly agree/agree	10.8%	Decrease to 8%
Student Survey - Safety - Concerns about student safety are taken seriously. Percent strongly agree/agree	80.1%	Increase to 85%
Student Survey - High Expectations/ Caring Relationships - There is an adult from the school who checks on how	67.8%	Increase to 85%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
students are doing. Percent strongly agree/agree		
Student Survey - High Expectations/ Caring Relationships - School climate is positive, nurturing, and caring. Percent strongly agree/agree	88.2%	Increase to 85%
Student Survey - School Culture/Sense of Belonging - Students feel like apart of a school community. Percent strongly agree/agree	80%	Increase to 85%
Student Survey - School Culture/Sense of Belonging - People are respectful to others at my school. Percent strongly agree/agree	82.4%	Increase to 85%
Student Survey - School Culture/Sense of Belonging - Students are happy to be at school. Percent strongly agree/agree	82.5%	Increase to 85%
Attendance Rate	96.63%	We expect the overall rating to maintain or increase 2%.

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 2021- June 2022

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 2021- June 2022
1.3	Implement assemblies and programs (virtual) 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 2021- June 2022
1.4	Create an attendance plan to promote positive attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers			August 2021- June 2022
1.5	Implement a schoolwide character education initiative.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			August 2021- June 2022

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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in the 2020-21 plan were mostly implemented successfully. However, due to students remaining in distance learning until the end of March, the impact from those actions were difficult to measure. Project Wisdom themes were communicated daily through the school principal's morning message. Books were purchased and given to teachers to do read alouds around social-emotional themes.

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

The difference between intended and actual expenditures resulted from starting the school year in a Distance Learning model, then converting to a Hybrid Learning model, and then a four day a week model two-thirds through the school year. Some of the actions

described we were unable to provide due to the pandemic. Resources were re-allocated to support students and families throughout Distance Learning, as they transitioned to Hybrid Learning, and then to four days a week of instruction.

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.

We will continue with the current goals and add more in relation to social/emotional learning and support for students. Additionally, more resources will be allocated through LCFF and grant funds to assist with staff SEL professional development.

2020-21

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, and refine social skills; Increase EL and Low SES attendance rates and decrease chronic absence rates; and refine classroom environment strategies in order to increase student 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. Additionally, with students being out of school for over a year, expectation re-training and school enculturation need to take place. This would include teaching conflict management strategies and developing programs school-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Student Survey: High Expectations/Caring Relationships	Students overall 89.1%, 77.1% say there is an adult on campus who listens when I have something to say.	Students overall to increase 92.1%, increase to 81.8% 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

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
		88% in students who are engaged/motivated in their learning.
District Survey: School Culture (students) School Culture (staff)	<p>Students overall 91.4%. 82.4% people are respectful at my school, 78.7% school listens to student input on important decisions, 80.1% student feels like part of a school community.</p> <p>Staff overall 78.8%, 84.8% of people are respectful to others at my school, 81.8% of students feel like a part of a school community, and 57.6% feel the school listens to student input on important decisions.</p>	<p>Students overall to increase 95%. Increase to 85% in people that are respectful at school, increase to 85% in school listens to input on important decisions, increase to 85% in student feels like part of a school community.</p> <p>Staff overall to increase 85%. Increase to 88% 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.</p>
Student Survey: Sense of Belonging	80.1% I feel like I'm part of my school, 82.5% I'm happy to be at my school.	Increase to 85% in I feel like part of my school, increase to 85% that students are happy to be at my school.
Attendance Rate	96.63%	We expect the overall rating to maintain or increase to .2%
Chronic Absence Rates	All 8.8%, Low SES 21.3%, ELL 23.8%	decrease all 7.8%, Low SES 19.3%, ELL 21.8%
In School Suspensions	0%	0%
Home Suspensions	0%	0%

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
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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	4750	August 2021- June 2022
2.2	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	August 2021- June 2022

	positive climate for students, families, and staff.					
2.3	Purchase school-wide character education materials and supplies to support a Positive School Climate and Social Emotional Learning	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	August 2021-June 2022
2.4	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 2000-2999: Classified Personnel Salaries	1500	August 2021-June 2022
2.5	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 4000-4999: Books And Supplies	500	August 2021-June 2022

2.6	Provide a series of workshops to support parents and their children.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1500	August 2021- June 2022
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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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in the 2020-21 plan were mostly accomplished, even with being in distance learning the majority of the year. Teachers reported that it was difficult to offer interventions for students in need, because of their diminished stamina of being online. This was especially true for our EL and Low SES students. The purchasing of resources for online use by students and teachers proves highly beneficial during distance learning. Our K-2 teachers made great strides in refining their phonemic awareness and reading programs in spite of the distance learning challenges.

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

The difference between intended and actual expenditures resulted from starting off the school year in a Distance Learning model for two-thirds through the school year, then transitioning to a Hybrid Learning model, then to a four day a week model. Some of the

actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss, and moving toward a hybrid model of instruction. We will continue to look into developing interventions both during the day and before/after school (when we return to in-person instruction). Though the interventions are assisting some students, we will need to look for methods that will reach more students.

2020-21

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 staff development around the use and implementation of the iReady program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
iReady Reading Diagnostic all students in grades 3-5 Spring 2021	63% scored at or above grade level	Increase 5%
iReady Reading Diagnostic all Low SES students in grades 3-5 Spring 2021	58% scored at or above grade level	Increase 8%
iReady Math Diagnostic all students in grades 3-5 Spring 2021	63% scored at or above grade level	Increase 5%
iReady Math Diagnostic all Low SES students in grades 3-5 Spring 2021	43% scored at or above grade level	Increase 8%
iReady Math Diagnostic all students in grades 1-2 Spring 2021	15% scored at or above grade level	Increase 5%
iReady Math Diagnostic al Low SES students in grades 1-2 Spring 2021	12% scored at or above grade level	Increase 8%
Text Level all students in grades K-2 (June 2021)	74% scored at or above grade level	Increase 5%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Text Level all Low SES students in grades K-2 (June 2021)	53% scored at or above grade level	Increase 8%
Text Level all ELL students in grades K-2 (June 2021)	28% scored at or above grade level	Increase 8%
ELPAC overall (2018-2019)	Level 4 - 22.22%, Level 3 - 44.44%, Level 2 - 18.52%, Level 1 - 14.81%	Increase in levels 4 and 3, decrease in levels 2 and 1
ELPAC oral (2018-2019)	Level 4 - 40.74%, Level 3 - 33.33%, Level 2 - 14.81%, Level 1 - 11.11%	Increase in levels 4 and 3, decrease in levels 2 and 1
ELPAC written (2018-2019)	Level 4 - 7.41%, Level 3 - 37.04%, Level 2 - 40.74%, Level 1 - 14.81%	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	3000	August 2021-June 2022
3.2	Provide before/after school intervention to low performing targeted	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated	11000	August 2021-June 2022

	students in Math and ELA.			Personnel Salaries		
3.3	Provide professional workshops/webinars for teachers to enhance instruction and help mitigate learning loss	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	August 2021-June 2022
3.4	Purchase phonemic awareness instructional materials (Heggerty, etc)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	August 2021-June 2022
3.5	Purchase professional resources, books,	X All Students English Learners Low-Income Students Foster Youth	Principal, Teachers	LCFF Supplemental Site Allocation	2000	August 2021-June 2022

	materials for intervention and instruction. (curriculum, books, licenses, etc.)	Other		4000-4999: Books And Supplies		
3.6	Purchase at home libraries for students to help mitigate learning loss	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 2021-June 2022
3.7	Purchase headsets/noise cancelling headphones for chromebooks to support students in their learning	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	250	August 2021-June 2022
3.8	Provide iReady Reading and Math intervention to students in need	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers			August 2021-June 2022

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: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in the 2020-21 plan did not occur due to Distance Learning and the limitations that went along with it. There were no activities to address or measure.

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

Since there were no actions completed in this goal area, there were obviously no changes last year.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals.

2020-21

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 2020-21	Expected Outcome 2021-22
District Survey: College and Career % of Students and Parents that know the kinds of courses they need to pass to be prepared for college.	57.4% of parents 28.6% of students	Increase parents to 80% 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	58.3% of parents 26% of students	Increase parents to 80% Increase students to 70 %
Student Survey: Meaningful Participation	77.1% of students are prepared for the next step of their educational experience	Increase to 82.1% 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
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4.1	Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			September 2021-June 2022
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			September 2021-June 2022
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			September 2021-June 2022
4.4	Increase dialogue between students and teachers around what students want to learn and what environment	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			September 2021-June 2022

they find best
for learning

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
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 (\$)
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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 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	31500	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	11,000.00
2000-2999: Classified Personnel Salaries	6,250.00
4000-4999: Books And Supplies	11,750.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,250.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1
Goal 2
Goal 3

500.00
10,750.00
20,250.00

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
Molly Sutherland	Classroom Teacher
Julie Steiger	Classroom Teacher
Brooke Fahey	Classroom Teacher
Crystal DeFanti	Parent or Community Member
Mindy Salvetti	Parent or Community Member
Becca Whitman	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

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 5/18/2021.

Attested:



Principal, Cris Petroni on 5/18/2021



SSC Chairperson, DJ Waldow on 5/18/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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	\$4,750.00	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	\$1,500.00	Healthy Environments for Social-Emotional Growth	
Purchase school-wide character education materials and supplies to support a Positive School Climate and Social Emotional Learning	4000-4999: Books And Supplies	\$1,000.00	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.	2000-2999: Classified Personnel Salaries	\$1,500.00	Healthy Environments for Social-Emotional Growth	
Purchase safety resources and materials to support and sustain a positive, safe school climate	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth	
Provide a series of workshops to support parents and their children.	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Healthy Environments for Social-Emotional Growth	

Mariemont Elementary School

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	\$3,000.00	Engaging Academic Programs
Provide before/after school intervention to low performing targeted students in Math and ELA.	1000-1999: Certificated Personnel Salaries	\$11,000.00	Engaging Academic Programs
Provide professional workshops/webinars for teachers to enhance instruction and help mitigate learning loss	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Engaging Academic Programs
Purchase phonemic awareness instructional materials (Heggerty, etc)	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Purchase professional resources, books, materials for intervention and instruction. (curriculum, books, licenses, etc.)	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Purchase at home libraries for students to help mitigate learning loss	4000-4999: Books And Supplies	\$2,500.00	Engaging Academic Programs
Purchase headsets/noise cancelling headphones for chromebooks to support students in their learning	4000-4999: Books And Supplies	\$250.00	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