

School Year: **2021-22**



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
Mary Deterding Elementary School	34-67447-6034508	6/21/21	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 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.

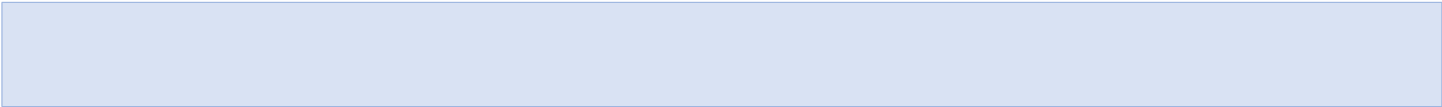


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Stakeholder Involvement

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

The 2021-2022 School Plan for Student Achievement (SPSA) was developed in collaboration with staff, parents and leadership.

We conducted an End of the Year Survey with the teachers and staff to review the SPSA goals and tactics in May 2021. The Site Leadership Team (SLT) looked over the results from the staff. SSC met to review all of the data from various sources. The English Learner Advisory Committee met three times and data was shared during that time. At all meetings, stakeholders were pleased with the proficiency and growth of students as well as the data for our EL students. Our main focus of discussion was around math and the small amount of growth that we have seen the last three years.

We would like to see a bigger increase in the math scores and we talked about what needed to be done to accomplish that (differentiated instruction, RTI, creating essential standards, etc.).

The SPSA will be monitored by SSC, ELAC and SLT, throughout the year.

Resource Inequities

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

The resources allocated are adequate and we want to continue many of the supports we have been utilizing. We are adding support for social and emotional learning as we see a need for it. With an increase in EL students, we are monitoring the needs of our EL students and families.

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 strategies implemented were effective and we will continue to use similar strategies in the future.

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

All of the intended expenditures were made prior to March 2020, so there were no changes or differences between intended and implemented strategies.

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 hybrid model of instruction.

**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
Winter 2019-20 School Survey - Overall rating of questions in the High Expectations/Caring Relationships section. Percent strongly agree/agree. *The survey was only completed by 12% of parents.	Overall rating was 81.6% from parents and 92.5% from students in the Winter 2020-21 survey.	We expect the parent percentage to increase by 13% and the student percentage to increase by 3%.
Winter 2019-20 School Survey - Overall rating of questions in the Meaningful Participation section. Percent strongly agree/agree. *The survey was only completed by 12% of parents.	Overall rating was 63.3% from parents and 76.3% from students in the Winter 2020-21 survey.	We expect the parent percentage to increase by 30% and the student percentage to increase by 15%.

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	Continue community events such as the Harvest Festival, Art Festival, and	X All Students English Learners Low-Income Students Foster Youth Other	All staff and PTO		0	2021-22

	performances to engage parents in our school community.					
1.2	Increase outreach to families and students who are EL to attend ELAC meetings.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher and Principal		0	2021-22
1.3	Continue with SEL learning in the classrooms and through MTSS supports.	X All Students English Learners Low-Income Students Foster Youth Other	MTSS and teachers.		0	2021-22
1.4		All Students English Learners Low-Income Students Foster Youth Other				

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 addition of the diverse books has been positive as students are able to easily see themselves in literature and therefore identify more with characters in books. This encourages reading. The incentives used for attendance and positive behavior have been successful. The overall attendance was great last year, but the number of chronically absent kids hurt the overall percentage. We intend to continue to meet with our chronically absent families and offer whatever help we can to get the kids to school. Some of the kids moved, but we will keep an eye on our numbers. We receive support from the MTSS Support Center with a counselor, a mental health therapist, and an intervention teacher. The counselor and therapist run social groups and also support teachers with social and emotional curriculum. The intervention teacher works with students struggling in grades 1 and 2 with reading. We monitor the growth of the students in the groups during each 8-week cycle. The community events are an integral part of our community and we have received positive feedback on the adjustments to the timing and cost of events.

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

There were no differences in the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No budgeting will be changed based on data, but there will be additional time spent during Safety Committee meetings and staff meetings to address the decrease in a few areas of the survey based on safety and inclusion.

2020-21

Identified Need

Based on the data from the surveys and from attendance, the strategies we are using to promote a safe culture at school are successful. We have identified two areas of the student survey that we would like to see increase: School Culture and Meaningful Participation. We will be eliciting student feedback on both topics and looking at ways to make positive changes. Another area of need is decreasing the number of students who are chronically absent. We will continue our incentives for all students and focus on specific ways of helping students who struggle to come to school easily through a partnership with the family. If community resources are needed, the school will facilitate the process to make sure students are able to attend school with no barriers.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Parent, Staff, and Student Surveys	<p>Survey Data</p> <p>Expectations/Relationships Staff:95.2 Parent:81.6 Student:92.5</p> <p>Meaningful Participation Staff:90 Parent:63.3 Student:76.3</p> <p>Safety Staff:100 Parent:83.3 Student:93.9</p>	<p>Survey Data</p> <p>Expectations/Relationships Staff:100 Parent:95 Student:95</p> <p>Meaningful Participation Staff:100 Parent:90 Student:90</p> <p>Safety Staff:100 Parent:95 Student:95</p>

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	School Culture Staff:100 Parent:83.3 Student:87	School Culture Staff:100 Parent:90 Student:92
Attendance Rate	All: 98.1% Low SES: 96.4%	All: increase 1% to 99% Low SES: Increase 1% to 97.4%
Chronic Absenteeism	All: 5.4% Low SES: 10.5%	All: Decrease 1% to 4.4% Low SES: Decrease to 2% to 8.5%
Suspensions	All: 0% Low SES: 0%	All: maintain Low SES: maintain

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	Purchase books for staff for book studies around equity. Two rounds of book studies per year. Teachers	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	0	2021-22

	can choose from 5 books.					
2.2	Continue to use diverse books in the library and classrooms and highlight them throughout the year in order for kids to see their cultures and lives reflected in literature so they can relate to what they are reading.	All Students English Learners Low-Income Students Foster Youth Other	Principal/Staff/ ICT			2021-22
2.3	Continue with incentives for attendance: monthly dog tags for perfect attendance, Dolphin for winning class each week per grade level, popcorn party for winning attendance class for the school per trimester.	All Students English Learners Low-Income Students Foster Youth Other	Principal/Secretary		0	2021-22
2.4	Utilize the MTSS staff to	All Students English Learners	Principal			2021-22

	support the needs of students not identified as special ed, but who are struggling academically and socially.	Low-Income Students Foster Youth Other				
2.5		All Students English Learners Low-Income Students Foster Youth Other				2021-22

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

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

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 music teacher meant that all students received at least one period of music instruction per week with first grade receiving two as the research shows that it helps with reading skills. Students in K-2 benefited from more reading instruction with the additional purchased materials for guided reading. Teachers received more testing kits and books for students to use. The Instructional Assistant met with a group of students each day to work on intervention. Students rotated based on academic needs and goals. The students seen in the group all made growth. Technology was purchased to support learning for use at school and home. The feedback from teachers, students, and parents was very positive and provided reports showing growth in reading, math, and typing. The ELD teacher saw all level 1 and 2 students and did the ELPAC testing for all EL students. This was highly successful as shown by the results of the ELPAC test.

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

There were no differences in the intended implementation and the actual budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No severe changes will be made to the SPSA in this goal area.

2020-21

Identified Need

Based on the previous year's data, we made growth in ELA and math, but the math growth was not significant. Though we have made growth in math over the past three years, the data shows that we need to make strategic changes to produce increased results. Specifically, more work with math standards and understanding the framework and creating Essential Standards for each grade level should help illuminate areas in math for growth. ELA is steadily increasing and the supports in place are working. We will continue to work on Guided Reading, making sure class libraries are stocked with appropriate level books (including fiction and non-fiction), and differentiated instruction within a balanced literacy program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
iReady Math and ELA Tests ELPAC Tests Text Level Data	<p>iReady Math All: 64.8% Low SES: 49.7%</p> <p>iReady ELA All: 65.9% Low SES: 47.6%</p> <p>ELPAC Level 1 1% Level 2 26% Level 3 51% Level 4 22%</p> <p>Text Level Data All: 75% Low SES: 60.6%</p>	<p>CAASPP Math All: 66% Low SES: 53%</p> <p>CAASPP ELA All: 70% Low SES: 64%</p> <p>ELPAC Level 1 1% Level 2 20% Level 3 40% Level 4 39%</p> <p>Text Level Data All: 80% Low SES: 67%</p>

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

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 technology to support Google Classroom and online intervention support.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	9838.00	2021-22
3.2	Purchase materials and supplies to support learning in the classroom (i.e. pens, pencils, paper, etc.).	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		2021-22
3.3	Support the K-2 training by purchasing reading materials as needed. Utilize	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation		2021-22

	support staff to organize and set up classroom libraries and book room.			4000-4999: Books And Supplies		
3.4	Bilingual instructional assistant	All Students X English Learners Low-Income Students Foster Youth Other		LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	18,131	2021-22
3.5	Attend Professional Development for PLC's (PLC training). Conference for Response to Intervention.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation	0	2021-22
3.6	Dolphin Academy tutoring after school. Three week sessions, seven sessions per year, to increase and	All Students X English Learners X Low-Income Students X Foster Youth Other	Staff		0	2021-22

	support student achievement.					
3.7	Provide Instructional Aide to pull targeted small groups for intervention.	All Students X English Learners X Low-Income Students X Foster Youth Other	Staff	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3000	2021-22
3.8	Purchase Reading A-Z to support the goal of increasing reading levels and fostering the love of reading in students grades K-2.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1522.00	2021-22
3.9	Purchase Accelerated Reader to support the goal of increasing reading levels	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting	5500	2021-22

	and fostering the love of reading in students grades 3-6.			Services And Operating Expenditures		
3.10	Purchase Starfall for Kinder students to support learning in reading and math as an extension of the teaching.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	300	2021-22
3.11		X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		2021-22

3.12		X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation		2021-22
3.13	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	129,321	2021-22

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.

Overall implementation of strategies/activities was impacted by the shift from 100% distance learning to hybrid learning two-third of the way through the school year. Overall effectiveness was difficult to measure due to this shift.

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

Intended implementation was impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school 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.

No changes will be made

2020-21

Identified Need

Based on data results such as school survey, there is still a need for a focus on clear pathways to brighter futures.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree.	Percent strongly agree/agree Parents:52.1% Students:41%	Percent strongly agree/agree Parents:60% Students:60%
Winter 2019-20 School Survey-Meaningful Participation overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents * Students are motivated/engaged in what they are learning	Percent strongly agree/agree Staff:90% Parent:63.3% Student:76.3%	Percent strongly agree/agree Staff:100% Parents:90% Students:90%

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	Support the school mission of learning through the arts by providing music instruction for all students. Studies show that music increases brain activity and specifically supports reading comprehension and memory.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	18000	2021-22
4.2	Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal		0	2021-22
4.3	Continue College Fridays intermittently to increase awareness	X All Students English Learners Low-Income Students Foster Youth Other	Principal		0	2021-22

about careers
and colleges.

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	\$185,612.00

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 (\$)
	\$0.00
LCFF Supplemental English Learner Central	\$147,452.00
LCFF Supplemental Site Allocation	\$38,160.00

Subtotal of state or local funds included for this school: \$185,612.00

Total of federal, state, and/or local funds for this school: \$185,612.00

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	38,160	0.00
LCFF Supplemental English Learner Central	147,452	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental English Learner Central	147,452.00
LCFF Supplemental Site Allocation	38,160.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	147,321.00
2000-2999: Classified Personnel Salaries	21,131.00
4000-4999: Books And Supplies	9,838.00
5800: Professional/Consulting Services And Operating Expenditures	7,322.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	129,321.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	18,131.00
	LCFF Supplemental Site Allocation	0.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	18,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	9,838.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	7,322.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	167,612.00
Goal 4	18,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kristen Miller	Classroom Teacher Parent or Community Member
Gretchen Johnson	Classroom Teacher Parent or Community Member
Maria Gibbons	Classroom Teacher
Jennifer Palmer	Other School Staff
Melanie Allen	Principal
Nalini Shenoy	Parent or Community Member
Koreen Doris	Parent or Community Member
Maggie Cooper	Parent or Community Member
Aurea Pacheco	Parent or Community Member
Debra Burk	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

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 06/21/2021.

Attested:



Principal, Melanie Allen on 6/21/21



SSC Chairperson, Maggie Cooper on 6/21/21

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

Mary Deterding Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue community events such as the Harvest Festival, Art Festival, and performances to engage parents in our school community.		\$0.00	Connected School Communities	
Increase outreach to families and students who are EL to attend ELAC meetings.		\$0.00	Connected School Communities	
Continue with SEL learning in the classrooms and through MTSS supports.		\$0.00	Connected School Communities	
Continue with incentives for attendance: monthly dog tags for perfect attendance, Dolphin for winning class each week per grade level, popcorn party for winning attendance class for the school per trimester.		\$0.00	Healthy Environments for Social-Emotional Growth	
Continue College Fridays intermittently to increase awareness about careers and colleges.		\$0.00	Clear Pathways to Bright Futures	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central **\$147,452.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD	1000-1999: Certificated Personnel Salaries	\$129,321.00	Engaging Academic Programs	

Mary Deterding Elementary School

Bilingual instructional assistant	2000-2999: Classified Personnel Salaries	\$18,131.00	Engaging Academic Programs
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LCFF Supplemental English Learner Central Total Expenditures: \$147,452.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$38,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Attend Professional Development for PLC's (PLC training). Conference for Response to Intervention.		\$0.00	Engaging Academic Programs	
Provide Instructional Aide to pull targeted small groups for intervention.	2000-2999: Classified Personnel Salaries	\$3,000.00	Engaging Academic Programs	
Purchase Reading A-Z to support the goal of increasing reading levels and fostering the love of reading in students grades K-2.	5800: Professional/Consulting Services And Operating Expenditures	\$1,522.00	Engaging Academic Programs	
Purchase Accelerated Reader to support the goal of increasing reading levels and fostering the love of reading in students grades 3-6.	5800: Professional/Consulting Services And Operating Expenditures	\$5,500.00	Engaging Academic Programs	
Purchase Starfall for Kinder students to support learning in reading and math as an extension of the teaching.	5800: Professional/Consulting Services And Operating Expenditures	\$300.00	Engaging Academic Programs	
Purchase books for staff for book studies around equity. Two rounds of book studies per year. Teachers can choose from 5 books.		\$0.00	Healthy Environments for Social-Emotional Growth	
Support the school mission of learning through the arts by providing music instruction for all students. Studies show that music increases brain activity and specifically supports reading comprehension and memory.	1000-1999: Certificated Personnel Salaries	\$18,000.00	Clear Pathways to Bright Futures	

Mary Deterding Elementary School

Purchase technology to support Google Classroom and online intervention support.	4000-4999: Books And Supplies	\$9,838.00	Engaging Academic Programs
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LCFF Supplemental Site Allocation Total Expenditures: \$38,160.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mary Deterding Elementary School Total Expenditures: \$185,612.00