

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mary Deterding Elementary School	34-67447-6034508	May 17th, 2022	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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 2022-23 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 April 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: 2021-22

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

ANALYSIS

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

Winter Survey Data 2021-22

High Expectations/Caring Relationships:

95.6% parents (increase of 14%), 81.1% students (decreased by 14%) and 100% of staff (5% increase)

Meaningful Participation:

89.1% of parents (30% increase), 80.3% of students (7% increase) and 100% of staff (10% increase)

School Culture:

93.5% of parents (12% increase), 76.3% of students (12% decrease) and 100% of staff (no change)

School Safety:

93.5% of parents (11% increase), 86.3% of students (9% decrease) and 100% of staff (no change)

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

Less than 50% of parents took the survey. 70% of students in grades 5 and 6 took the survey, but the comments from students did not align with the ratings. The comments were very positive, while some of the ratings were neutral or lower than normal. Being back in person this year really helped students and parents feel more connected to the school. We had more resources through ELO funds to meet the academic and social/emotional needs of students. However, we still feel that students need more support with anger management and conflict resolution.

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

We added more social/emotional support for students and conflict resolution as it was clear that during distance learning, students were out of practice interacting with others in person.

2021-22

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 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - Overall rating of questions in the High Expectations/Caring Relationships section. Percent strongly agree/agree.	Overall rating was 95.6% from parents and 81.1% from students in the Winter 2021-22 survey.	We expect the parent percentage to increase by 2% and the student percentage to increase by 10%.
Winter 2021-20 School Survey - Overall rating of questions in the Meaningful Participation section. Percent strongly agree/agree.	Overall rating was 89.1% from parents and 80.8% from students in the Winter 2021-22 survey.	We expect the parent percentage to increase by 6% and the student percentage to increase by 12%.

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 performances to engage parents in our school community.	X All Students English Learners Low-Income Students Foster Youth Other	All staff and PTO		0	2022-23
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	2022-23
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	2022-23
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: 2021-22

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

ANALYSIS

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

Winter Survey Data 2021-22

High Expectations/Caring Relationships:

95.6% parents (increase of 14%), 81.1% students (decreased by 14%) and 100% of staff (5% increase)

Meaningful Participation:

89.1% of parents (30% increase), 80.3% of students (7% increase) and 100% of staff (10% increase)

School Culture:

93.5% of parents (12% increase), 76.3% of students (12% decrease) and 100% of staff (no change)

School Safety:

93.5% of parents (11% increase), 86.3% of students (9% decrease) and 100% of staff (no change)

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

Less than 50% of parents took the survey. 70% of students in grades 5 and 6 took the survey, but the comments from students did not align with the ratings. The comments were very positive, while some of the ratings were neutral or lower than normal. Being back in person this year really helped students and parents feel more connected to the school. We had more resources through ELO funds to meet the academic and social/emotional needs of students. However, we still feel that students need more support with anger management and conflict resolu

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

Addition of more SEL.

2021-22

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 2021-22	Expected Outcome 2022-23
Parent, Staff, and Student Surveys	Survey Data Expectations/Relationships Staff:100 Parent:95.6 Student:81.1 Meaningful Participation Staff:100 Parent:89.1	Survey Data Expectations/Relationships Staff:100 Parent:95 Student:95 Meaningful Participation Staff:100 Parent:90

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	Student:80.8 Safety Staff:100 Parent:93.5 Student:86.3 School Culture Staff:100 Parent:93.5 Student:76.3	Student:90 Safety Staff:100 Parent:95 Student:95 School Culture Staff:100 Parent:90 Student:92
Attendance Rate	All: 93.1% Low SES: 83.09%	All: increase 5% to 98% Low SES: Increase 10% to 93%
Chronic Absenteeism	All: 23.5% Low SES: 53.8%	All: Decrease 18% to 5.5% Low SES: Decrease 43% to 10%
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	All Students English Learners Low-Income Students	Principal	LCFF Supplement	0	2022-23

	studies around equity. Two rounds of book studies per year. Teachers can choose from 5 books.	Foster Youth Other		tal Site Allocation		
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			2022-23
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	All Students English Learners Low-Income Students Foster Youth Other	Principal/Secretary		0	2022-23

	class for the school per trimester.					
2.4	Utilize the MTSS staff to support the needs of students not identified as special ed, but who are struggling academically and socially.	All Students English Learners Low-Income Students Foster Youth Other	Principal			2022-23

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: 2021-22

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

ANALYSIS

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

iReady Data from 2nd trimester (ELA):

77% of 3rd grade students are at or above grade level.

65% of 4th grade students are at or above grade level.

66.4% of 5th grade students are at or above grade level.

54% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).

14% of EL students are at or above grade level.

49% of low SES students are at or above grade level.

iReady Data from 2nd trimester (math):

62.2% of 3rd grade students are at or above grade level.

59% of 4th grade students are at or above grade level.

65.5% of 5th grade students are at or above grade level.
41.9% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).
16.3% of EL students are at or above grade level.
39.7% of low SES students are at or above grade level.

Text Level Data from 2nd trimester:

51% of K-2 students were either At or Exceeding grade level standards.
26% of K-2 English Language Learners were either At or Exceeding grade level standards.
38% of K-2 students identified as Low Income were either At or Exceeding grade level standards.

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

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.

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

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.

2021-22

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 2021-22

Expected Outcome 2022-23

iReady Math and ELA Tests
Text Level Data

iReady Data from 2nd trimester (ELA):
77% of 3rd grade students are at or above grade level.
65% of 4th grade students are at or above grade level.

iReady Data from 2nd trimester (ELA):
80% of 3rd grade students are at or above grade level.
75% of 4th grade students are at or above grade level.

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

66.4% of 5th grade students are at or above grade level.
54% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).
14% of EL students are at or above grade level.
49% of low SES students are at or above grade level.

iReady Data from 2nd trimester (math):
62.2% of 3rd grade students are at or above grade level.
59% of 4th grade students are at or above grade level.
65.5% of 5th grade students are at or above grade level.
41.9% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).
16.3% of EL students are at or above grade level.
39.7% of low SES students are at or above grade level.

Text Level Data from 2nd trimester:
51% of K-2 students were either At or Exceeding grade level standards.
26% of K-2 English Language Learners were either At or Exceeding grade level standards.
38% of K-2 students identified as Low Income were either At or Exceeding grade level standards.

75% of 5th grade students are at or above grade level.
75% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).
30% of EL students are at or above grade level.
70% of low SES students are at or above grade level.

iReady Data from 2nd trimester (math):
75% of 3rd grade students are at or above grade level.
75% of 4th grade students are at or above grade level.
75% of 5th grade students are at or above grade level.
75% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).
30% of EL students are at or above grade level.
70% of low SES students are at or above grade level.

Text Level Data from 2nd trimester:
70% of K-2 students were either At or Exceeding grade level standards.
50% of K-2 English Language Learners were either At or Exceeding grade level standards.
70% of K-2 students identified as Low Income were either At or Exceeding grade level standards.

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		2022-23
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	10,000	2022-23
3.3	Support the K-2 training by purchasing reading materials as needed. Utilize support staff to organize and set up	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,160	2022-23

	classroom libraries and book room.					
3.4	Bilingual instructional assistant	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	18,131	2022-23
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 5000-5999: Services And Other Operating Expenditures	0	2022-23
3.6	Dolphin Academy tutoring after school. Three week sessions, seven sessions per year, to	All Students X English Learners X Low-Income Students X Foster Youth Other	Staff		0	2022-23

	increase and support student achievement.					
3.7	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	1700	2022-23
3.8	Purchase Accelerated Reader to support the goal of increasing reading levels and fostering the love of reading in students grades 3-6.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	6000	2022-23
3.9	Purchase Starfall for	X All Students English Learners	Principal	LCFF Supplemental	300	2022-23

	Kinder students to support learning in reading and math as an extension of the teaching.	Low-Income Students Foster Youth Other		tal Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es		
3.10	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 Supplemen tal English Learner Central 1000-1999: Certificated Personnel Salaries	134,789	2022-23

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Winter Survey Data 2021-22

High Expectations/Caring Relationships:

95.6% parents (increase of 14%), 81.1% students (decreased by 14%) and 100% of staff (5% increase)

Meaningful Participation:

89.1% of parents (30% increase), 80.3% of students (7% increase) and 100% of staff (10% increase)

School Culture:

93.5% of parents (12% increase), 76.3% of students (12% decrease) and 100% of staff (no change)

School Safety:

93.5% of parents (11% increase), 86.3% of students (9% decrease) and 100% of staff (no change)

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

Less than 50% of parents took the survey. 70% of students in grades 5 and 6 took the survey, but the comments from students did not align with the ratings. The comments were very positive, while some of the ratings were neutral or lower than normal. Being back in person this year really helped students and parents feel more connected to the school. We had more resources through ELO funds to meet the academic and social/emotional needs of students. However, we still feel that students need more support with anger management and conflict resolution.

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

Addition of more SEL.

2021-22

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 2021-22	Expected Outcome 2022-23
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	Percent strongly agree/agree Staff:90% Parent:63.3% Student:76.3%	Percent strongly agree/agree Staff:100% Parents:90% Students:90%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
* Students are motivated/engaged in what they are learning		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	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 LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	12000 3000	2021-22
4.2	Increase dialogue between students and	X All Students English Learners Low-Income Students Foster Youth	Principal		0	2021-22

	teachers around what students want to learn and what environment they find best for learning.	Other				
4.3	Continue College Fridays intermittently to increase awareness about careers and colleges.	X All Students English Learners Low-Income Students Foster Youth Other	Principal		0	2021-22

Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$191,080.00

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	\$152,920.00
LCFF Supplemental Site Allocation	\$38,160.00

Subtotal of state or local funds included for this school: \$191,080.00

Total of federal, state, and/or local funds for this school: \$191,080.00

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	38,160.00	0.00
LCFF Supplemental English Learner Central	152,920.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental English Learner Central	152,920.00
LCFF Supplemental Site Allocation	38,160.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	146,789.00
2000-2999: Classified Personnel Salaries	18,131.00
3000-3999: Employee Benefits	3,000.00
4000-4999: Books And Supplies	15,160.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	134,789.00

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	12,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,160.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	176,080.00
Goal 4	15,000.00

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 5/17/2022.

Attested:



Principal, Melanie Allen on 5/17/22



SSC Chairperson, Maggie Cooper on 5/17/22

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 **\$152,920.00 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	\$134,789.00	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: \$152,920.00

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.	5000-5999: Services And Other Operating Expenditures	\$0.00	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	\$1,700.00	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	\$6,000.00	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	\$12,000.00	Clear Pathways to Bright Futures	
Purchase materials and supplies to support learning in the classroom (i.e. pens, pencils, paper, etc.).	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs	

Mary Deterding Elementary School

Support the K-2 training by purchasing reading materials as needed. Utilize support staff to organize and set up classroom libraries and book room.	4000-4999: Books And Supplies	\$5,160.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$3,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$38,160.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mary Deterding Elementary School Total Expenditures: \$191,080.00