

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
Harry Dewey Fundamental Elementary School	34-67447-6034516	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, 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.

The 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

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

Authentic Relationships:

Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.

Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

Engaging, Rigorous and Relevant Learning for Every Student:

Every SJUSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

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

Several groups meet on an ongoing basis to review the schools goals and provide input to the School Site Council. These groups include the Site Leadership Team, Parent Faculty Organization, Site Safety Team and staff. Surveys were also distributed to all staff, parents and 4th-6th grade students to illicit anecdotal feedback related to the school culture and climate, engagement, safety and school connectedness.

Stakeholder groups have reviewed student assessment data and survey results to consider student, staff and family needs. In addition, the School Site Council will met throughout the year to develop, update and review the Single Plan for Student Achievement. SSC reviewed and provided input for a proposed budget in April and May of 2022 and approved the plan on May 17, 2022.

School Site Council met in January, April and May 2022 to review and discuss:

1. Mid-year assessment data

2. Site budget
3. Stakeholder empathy gathering results
4. Comprehensive Needs Assessments

The Site Leadership Team has met on a biweekly basis during the 2021-22 School Year to review and analyze:

1. Ongoing formative, summative and anecdotal data (ELA, Math, Students Social/Emotional well being)
2. How to best support teachers and students
3. Professional learning opportunities to address students' academic and social/emotional needs
4. Site Safety Information and COVID protocols and guidelines

All of the stakeholders know and appreciate that this is a living document and if our needs change, we can and will revisit and revise the plan as needed.

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, the focus of this plan is to address resource inequities related to supporting students' social-emotional well-being and their academic success.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention and acceleration, effective communication and school connectedness.

Professional Learning:

There continues to be a need to examine and implement effective engagement and differentiation strategies related to both academics and social emotional learning with an emphasis on tiered levels of instruction and culturally responsive instruction. On going collaboration time for teachers to participate in the continuous improvement cycle of plan, do check, act will be critical.

Intervention and Acceleration: Student academic progress varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of student strength and need areas so that each student's situation can be addressed appropriately.

School Connectedness and Communication: Although a concerted effort continues to be made to help students, parents and staff feel connected to Dewey, there is still a need to address a sense of belonging and community within the school with the goal of keeping traditional celebrations and opportunities for meaningful social interactions. Establishment of a school-wide SEL program to support students' ability to self-regulate emotions and have positive peer-interactions will promote school connectedness and belonging. 2-way communication between home and school through digital newsletters, surveys, phone calls, and listening circle/empathy gathering, social media and website information will enhance communication.

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?

In conjunction with our Parent Faculty Organization, two surveys were issued to families, one in the fall of 2021 and one in the spring of 2022. The annual district parent/student/staff survey was also administered in the spring of 2022.

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

Teachers were able to meet 1:1 with new families to establish relationships and assess students prior to school starting. This welcomed families and provided teachers with a assessment data to be able to target instruction immediately. Communication tools (S'more, Canva, personalized school postcards) were used to improve home school communication. Due to ongoing COVID restrictions, parent workshops were not implemented this year.

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

Due to COVID restrictions and lack of staff to implement, parent workshops were not held this year. However, during the needs assessment, stakeholder groups indicated a need and want for them (including ways to support academics and emotional resiliency). 2-way communication between school and home is still an area that requires continual refining. Communication with parents needs to be blanketed in a variety of modalities (digital, social media, paper, phone - from the school and from the teacher). It needs to be frequent and consistent. We found if we only used one modality (digital) we were missing communicating with a number of families.

**2021-22
Identified Need**

Connected School Communities:
Welcoming 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 and help them access the best opportunities our school has to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Annual Parent/Student/Staff survey will show an increase in "School climate is positive, nurturing and caring"" category.	*As indicated on the Spring 2022 School Survey Parents: 94.5% Students: 74.2% Staff: 92%	On the district Survey we will have an increase of 5% in both the parent and student groups and maintain the staff results.
District Annual Parent/Student/Staff survey will show an increase in the "School promotes academic success for all students" category.	*As indicated on the Spring 2022 School Survey Parents: 92.2% Students: 83.3% Staff: 92%	On the district Survey we will have an increase of 5% in parent, student and staff groups.
Reduce the percent of students who are chronically absent	Chronically Absent All - 27.66%	Reduce the number of chronically absent students by 5%

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	Attendance/Engagement Improvement plan materials/supplies/incentives	X All Students English Learners Low-Income Students Foster Youth Other	Staff, principal, secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022- 2023
1.2	Supplemental materials and supplies to support implementation of parent workshops.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022- 2023
1.3	Extra assignment pay: Opportunity for staff to meet 1:1 with families to identify student assets/needs	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500	School year 2022- 2023

1.4	Purchase communication tools to enhance two-way communication (such as S'more, Canva, planners)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, secretary	LCFF Supplemental Site Allocation 5900: Communications	1000	School year 2022- 2023
1.5	Classified extra assignment pay to support implementation of family workshops and events.	X All Students English Learners Low-Income Students Foster Youth Other	principal, staff	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	500	School year 2022- 2023
1.6	Purchase technology to replace those items that are becoming obsolete (copier)	X All Students English Learners Low-Income Students Foster Youth Other	secretary, principal	LCFF Supplemental Site Allocation 0001-0999: Unrestricted: Locally Defined	4000	School year 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

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 staff by cultivating an inclusive, safe, equitable, culturally responsive and healthy learning environment through integrating social and emotional learning to ensure essential student development.

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?

Social, Academic, Behavior, Emotional Behavior Risk Screen (3X per year year), Parent/Student/Staff Climate Survey - annual, office referrals

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

We added to our collection of SEL and Social Justice literature collection for staff to use. Responsive Classroom professional development was provided to the entire teaching staff in order to help build community and consistency within classrooms and across the school. Based on the results from SAEBRS screeners and teacher recommendations, small social groups were formed to support SEL for students. However, because our Community Intervention Specialist only worked part time she was then unable to provide 1:1 check ins with students which was still needed. Additionally, as we've developed our SEL and Social Justice Library, there still needs to be lessons developed to go with the books so that they can be used more effectively.

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

Based upon this, we have developed an SEL team that will be working to plan and support SEL across the school. Book studies related to trauma informed practices have also been started.

2021-22

Identified Need

Each student at Dewey needs an advocate to ensure that s/he feels safe and engaged in a caring community, unified in its focus on their academic success and social/emotional well-being. Empathy gathering sessions, teacher observations and student surveys indicate that addressing the social-emotional needs continues to be an ongoing need. All stakeholders indicate the need to reconnect to the greater school community and teach students self-regulating strategies and problem solving skills. Additionally, we will need to continue our efforts to the 8-Point Commitment to Educational Justice. As such we will be able to strengthen the connections to school community, appreciation for diversity, respect for one another.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey: School Culture -Sense of Belonging	*As indicated on the Spring 2022 School Survey Parent: 95% Student: 85.5% Staff: 88%	We expect the rating to increase by 5% for students and parents and maintain for staff members.
District Survey: Students feel like part of a school community	*As indicated on the Spring 2021 School Survey Parent: 87.4% Student: 75.8% Staff: 88%	We expect the rating to increase by 5% for students and parents and maintain for staff members.

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	Purchase books and materials to support establishment of school wide behavior management system and SEL program.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers, ICT	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2022- 2023
2.2	Extra assignment pay to develop school wide SEL lessons	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	School year 2022- 2023
2.3	Participate in professional development and/or book studies related to responsive teaching, trauma informed practices and restorative justice	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	School year 2022- 2023



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement. Tiered level of support for students will be established through continuous improvement cycles with targeted students identified for intervention and/or extension.

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 math and reading assessments, Text Levels, Phonics screeners - administered 3X per year

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

We were able to purchase additional resources to support core curriculum and help provide differentiation within the classroom. Although limited, we were able to provide before school intervention for kindergarten students in ELA. Utilization of ESGI software to track primary data helped to support differentiation and interventions for our primary students. Due to COVID restrictions and substitute shortages, we were unable to provide the desired amount of time for data analysis and collaboration.

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

Data conversations were embedded within Thursday collaboration times and prep periods in lieu of sub release days between classroom and intervention teacher to align and target interventions.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded. In order to address student learning needs, staff will collaboratively work with the site leadership team to identify and implement professional development related to high leverage instructional strategies for student engagement and differentiation and tiered interventions. Targeted students will be identified through a collaborative data analysis cycles and development of targeted learning plans. Professional development coupled with time for staff members to collaborate with grade level teams and the tier 2 team will be needed to align practices and supports across the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
IReady Assessments	Baseline assessments collected Winter 2022 3rd-6th grade students 3rd Grade Reading: 57% at grade level 3rd Grade Math: 31% at grade level 4th Grade Reading: 52% at grade level 4th Grade Math: 46% at grade level 5th Grade Reading: 45% at grade level 5th Grade Math: 38% at grade level 6th Grade Reading: 42% at grade level 6th Grade Math: 46% at grade level	Increase student proficiency levels by 10%
Text Levels (K-2)	Grades K-2 Text levels collected winter 2022 *At or above proficiency K- 48% 1st: 58.5% 2nd: 51%	Increase student proficiency levels by 8%

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

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 high interest curricular web-based programs and technology to support student academic achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	School year 2022- 2023
3.2	Purchase supplemental instructional materials to support core curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022- 2023
3.3	Purchase high interest books	X All Students English Learners	Principal, teachers, ICT	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022- 2023

	and novels to support literacy instruction.	Low-Income Students Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
3.4	Intervention to support literacy and math	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000	School year 2022- 2023
3.5	Provide professional development and collaboration time for teachers to design effective pedagogy that differentiates	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School year 2022- 2023

instruction to meet students' specific needs and the materials needed to support instruction.

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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Parent/Student/Staff annual climate survey

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

All grade levels participated in off campus learning opportunities. However we were unable to provide before/after school enrichment programs due to COVID restrictions

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

We focused primarily on extended learning opportunities off of campus due to COVID restrictions.

2021-22

Identified Need

Data collected through surveys indicate a continual need to focus on clear pathways to bright futures. Multiple stakeholder groups indicated the need to provide students opportunities for meaningful social interactions that provide students with enrichment type opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
2021/22 Spring District Student/Parent/Staff Survey Meaningful Participation- "Quality classes/activities are offered that meet each child's/student's interests and talents."	Percent of respondents that strongly agree/agree Parents: 84.4% Student: 71.2% Staff: 72%	We expect the rating to increase by 5% by all groups.
2021/22 Spring District Survey: "Students are prepared for the next step of their educational experience."	Percent of respondents that strongly agree/agree Parents: 78.9% Student: 73.4% Staff: 76%	We expect the rating to increase by 5% by all groups.

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



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide after school enrichment activities such as coding, robotics, STEM	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff			School year 2022- 2023

	, music, arts, band)					
4.2	Purchase supplies and materials to develop and enhance STEM and computer learning opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022- 2023
4.3	Provide students with opportunities for stewardship, community service and leadership opportunities	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	School year 2022- 2023

Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<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	\$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	31,500.00	0.00
LCFF Supplemental English Learner Central	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	4,000.00
1000-1999: Certificated Personnel Salaries	9,500.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	5,500.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
5900: Communications	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental Site Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	9,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,500.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
5900: Communications	LCFF Supplemental Site Allocation	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,500.00
Goal 2	3,500.00
Goal 3	17,000.00
Goal 4	1,500.00

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
Ali Houting	Parent or Community Member
Colin Paterson	Parent or Community Member
Sarah Sault	Parent or Community Member
Katy Sjoberg	Parent or Community Member
Rima Cornish	Parent or Community Member
Donna Corey	Classroom Teacher
Maranda Shook	Classroom Teacher
Rose Melavic	Other School Staff
Sabrina Parsley	Principal

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 May 17th, 2022.

Attested:



Principal, Sabrina Parsley on 6/10/22



SSC Chairperson, Katy Sjoberg on 6/10/22

Budget By Expenditures

Harry Dewey Fundamental Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Attendance/Engagement Improvement plan materials/supplies/incentives	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Supplemental materials and supplies to support implementation of parent workshops.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
Extra assignment pay: Opportunity for staff to meet 1:1 with families to identify student assets/needs	1000-1999: Certificated Personnel Salaries	\$2,500.00	Connected School Communities	
Purchase communication tools to enhance two-way communication (such as S'more, Canva, planners)	5900: Communications	\$1,000.00	Connected School Communities	
Classified extra assignment pay to support implementation of family workshops and events.	2000-2999: Classified Personnel Salaries	\$500.00	Connected School Communities	
Purchase technology to replace those items that are becoming obsolete (copier)	0001-0999: Unrestricted: Locally Defined	\$4,000.00	Connected School Communities	
Purchase books and materials to support establishment of school wide behavior management system and SEL program.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	
Extra assignment pay to develop school wide SEL lessons	1000-1999: Certificated Personnel Salaries	\$500.00	Healthy Environments for Social-Emotional Growth	
Participate in professional development and/or book studies related to responsive teaching, trauma informed practices and restorative justice	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Purchase high interest curricular web-based programs and technology to support student academic achievement.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs	

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Purchase supplemental instructional materials to support core curriculum.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Purchase high interest books and novels to support literacy instruction.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Intervention to support literacy and math	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs
Provide professional development and collaboration time for teachers to design effective pedagogy that differentiates instruction to meet students' specific needs and the materials needed to support instruction.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
Purchase supplies and materials to develop and enhance STEM and computer learning opportunities.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures
Provide students with opportunities for stewardship, community service and leadership opportunities	1000-1999: Certificated Personnel Salaries	\$500.00	Clear Pathways to Bright Futures
LCFF Supplemental Site Allocation Total Expenditures:		\$31,500.00	
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00	
Harry Dewey Fundamental Elementary School Total Expenditures:		\$31,500.00	