

School Year: **2023-24**



# 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	June 8th, 2023	August 8, 2023

## 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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# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Data analysis was completed with Staff, Site Leadership Team, School Site Council, ELAC and parent groups.

As our school site continues to rebound from the effects of COVID, we are seeing improvements in academics but the impacts on social emotional learning along with school connectedness continue to be areas of concern.

According to the California Dashboard, Dewey's status level for English Language Arts is "medium" with all students scoring 5.6 points above standard. Although this doesn't match pre-pandemic levels, students are showing improvements in this area. An equity analysis shows that are Students with Disabilities are the greatest student group from standard by 70.2 points. Our Hispanic group scored 34.2 points below standard and SES 25.9 below standard. Our white student group scored 22.5 points above standard.

District wide ELA IReady assessment administered to all third through sixth graders shows that although proficiency levels are increasing from fall to winter, the overall proficiency levels are only minimally improving for the "All," "Hispanic," and "white" student groups as compared to last year. The SES and SWD groups both slightly declined in overall proficiency levels

2021-2022 School Year  
 Overall: Fall 34% - Winter 48.5 % (increase of 14.5%).  
 (increase 16.4%)  
 Hispanic/Latino: Fall 23.1% - Winter 35.9% (increase 12.8%).  
 % (increase 15%)  
 White: Fall 39.5% - Winter 53.9% (increase 14.4%)  
 (increase 16.7%)  
 SES: Fall 16.4 % - Winter 36.1% (increase 19.7%).  
 11.1%)  
 SWD: Fall 24.1% - 27.6% (increase 3.5%).  
 (increase 10%)

2022 -23 School Year  
 Overall: Fall 32.7% - Winter 49.1%  
 Hispanic/Latino: Fall 21.3% - Winter 36.2  
 White: Fall 39.1% - Winter 55.8%  
 SES: Fall 18.1% - Winter 29.2% (increase  
 SWD: Fall 16.7% - Winter 26.7%

Although students in all groups increased in overall points, a discrepancy continues to exist between our different student groups.

Similarly, when comparing proficiency levels for K-2 students in reading from winter of 2022 to winter of 2023 scores have improved minimally.

Winter of 2022	Winter 2023
Winter 52.6 %	53.3%
Hispanic/Latino: Winter: 42.9%	42%
White: Winter 57.4%	60%
SES- Winter 44.7%	43.9%
SPED: Winter 27.6%	30.8%

K-2 scores are similar to our 3rd-6th grade students. However, our K-2 SES group is scoring 15% higher than our 3rd-6th grade SES cohort.

According to the California Dashboard, Dewey's status level for Math is "medium" with all students scoring 14.3 points below standard. Although this doesn't match pre-pandemic levels, students are showing improvements in this area. An equity analysis shows that are Students with Disabilities are the greatest student group from standard by 76.2 points. Our Hispanic group scored 46.2 points below standard and SES 54 points below standard. Our white student group scored .7 points below standard. However, proficiency levels are lower in mathematics than in English Language Arts and the discrepancy in all student groups is greater in math than in ELA.

District wide IReady math proficiency levels lag behind ELA scores. In comparing proficiency levels on an annual basis, only the Hispanic/Latino and SWD student groups made moderate gains. All other groups declined in proficiency levels.

In math, the IReady assessment system indicated that 34% of 3rd-6th grade students were proficient in winter of 2023 (a 6% decrease from the same time as the previous year). Our white student group scores at least 10% higher than all other groups.

Winter 2022	Winter 2023
Overall: Winter 40.3%	34%
Hispanic/Latino: Winter 17.9%	21%
White: Winter 48.7%	40%
Low SES: Winter 23%	21%
SWD: Winter: 29%	30%

#### District Level Data:

When reviewing school climate survey results, there was an overall decline in scores for students, parents and staff in caring relationships and school culture. Students, staff and parents recognize the ongoing need for continued work for in social emotional learning and creating a sense of belonging and connectedness to the greater school community. It should also be noted that the staff sample size decreased by 44% , student sample size almost doubled and parent sample size increased by 27%.

#### High Expectations/Caring Relationships

The overall percentage of students that agree/strongly agree that the school climate is positive, nurturing and caring was 66.5% (decrease by 7%)

The overall percentage of parents that agree/strongly agree that the school climate is positive, nurturing and caring was 93% (decrease by 2%)

The overall percentage of staff that agree/strongly agree that the school climate is positive, nurturing and caring was 72% (decrease by 20%)

#### Student Behavior:

Office referrals indicate that the majority of student behavior issues are happening inside of the classroom, which is up from last year (35% playground and 42% in the classroom) Disrespect, disruption and defiance had the highest percentages of infractions. Adult and peer attention and work avoidance were the highest rated perceived motivations.

Attendance continues to be an area that has impacted student progress. At the beginning of 2022, approximately 27% of students were chronically absent and 20% were at risk of being chronically absent. In January of 2023, 23.2% of students were deemed chronically absent and 31% were at risk for being chronically absent. Absences are an ongoing issue that the site is still struggling with.

Parent Input: Through surveys, listening circles and feedback at PFO, ELAC and SSC meetings, parents expressed that they are happy with the additional academic supports for students that are available but feel that there is a need for language and homework support for our emerging bilingual students. Two other themes that continued to be expressed were the need for additional safety measures on campus related to facilities (exterior fencing and cameras) and concerns about bullying and inclusion on campus. Parents would like to see wrap around services for students (academics, language development and SEL), feel there is a need for an increase of extra curricular and enrichment types of opportunities and a need to continue to rebuild and strengthen family partnerships and volunteerism at the site.

Based upon the above data, staff recognizes that most students' academics and/or social-emotional needs are improving but work is still needed. Staff and students feel that there needs to be a stronger emphasis on creating an inclusive - safe environment. Continued professional work around equity, inclusivity, and social emotional learning coupled with professional development and learning cycles with common assessments that zoom in more critically to the root causes of the discrepancies between student groups is needed. While we are seeing improvements in student academic scores, we would like to see the trajectory of that growth increase at a greater rate. Staff also shared that much of the school year still has felt fractured and there continues to be a need to unify our entire school community.

## Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Our site leadership team, School Site Council, ELAC, and staff participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, all educational partners participated in a driver diagram protocol to identify problem areas, determine causality and identify root causes.

A year of distance learning coupled with inconsistent attendance and social-emotional struggles has impacted students differently. While some students have immediately rebounded by being back for in person instruction, many students are still re-acclimating to an in-person learning environment. Staff and parent anecdotal data coupled with the above stated data points draws us to conclude:

1. Students are lacking the tools to be able to self-regulate their emotions and how to problem solve, thus impeding their ability to learn, take risks and interact productively with their peers . Additionally, the school community continues to build consistent language and behavior management structures to support social emotional growth and positive behavior. However, there continues to be inconsistency in implementation across the site. Overcoming negative mindset continues to present a barrier for many students to be able to access learning opportunities.
2. There is a need for staff to consistently participate in collaborative learning cycles with common assessments in order to align tier 1 and tier 2 interventions to help create more individualized instruction, increase engagement and accelerate the trajectory of student progress.
3. Expand professional learning opportunities for all staff related to SEL, equity and inclusion, pedagogy related to explicit vocabulary development, math learning progressions and engagement strategies.

Our next steps as a staff will be to collect, analyze and act upon students' current academic levels and overall social/mental health status and set up consistent protocols for collaborative learning cycles. We will also need to revise our comprehensive attendance plan that continues to educate parents about the importance of being in school and the opportunity for short term independent study opportunities if a student should be absent for an extended period.

## Resource Inequities

What resource inequities did you discover?

	<b>Guidance</b>
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process the focus of this plan is to address resource inequities related to students' learning gaps, social-emotional well being and connectedness to school. The resources include, but are not limited to:

1. Establish a comprehensive professional development plan in mathematics, SEL and inclusion that shows the intersection of these topics.
2. Provide supplemental materials and learning opportunities to engage and/or extend the core curriculum for students.
- 3.. Provide professional development related to student engagement and culturally responsive instruction.
- 4 Provide professional learning opportunities and collaboration time for teachers to collect and analyze data and plan differentiated instruction
5. Provide opportunities to build upon and strengthen the school-parent partnership related to the mathematics, inclusion and SEL.
6. Utilize supplemental funds to provide extension and enrichment learning opportunities for students
7. Direct time and resources to strengthen family outreach and support attendance.

## Input from Educational Partners

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 ELAC 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.

All groups have reviewed student assessment data and survey results to consider student, staff and family needs. In addition, the School Site Council met throughout the year to develop, update and review the Single Plan for Student Achievement. SSC reviewed and provided input for the SPSA between January and April of 2023 and approved the plan on May 31, 2023.

School Site Council met in January, April and May of 2023 to review and discuss:

1. Mid-year assessment data
2. Site budget
3. Comprehensive Needs Assessments
4. Site Safety

ELAC met in January, February and April to review and discuss:

1. Mid- year assessment data
2. Comprehensive Need Assessments
3. Site budget
4. Site Safety



The Site Leadership Team has met on a biweekly basis during the 2022-23 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
5. Comprehensive Needs Assessment

Additionally, the safety team meetings and staff meetings were held on a monthly basis to receive and provide input on the above mentioned topics.

All groups 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, mathematical pedagogy, equity and inclusion. 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. Careful examination of determining root causes of student group discrepancies is a vital component for identifying and implementing effective teaching strategies.

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 and enrichment and/or extended learning opportunities that focus on critical thinking, collaboration, communication and creativity. School-wide implementation of a SEL program to support students' ability to self-regulate emotions and have positive peer-interactions will promote school connectedness and belonging. Additionally, academic goals, 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.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.84%	0.26%	4	3	1
African American	1.3%	1.96%	1.58%	5	7	6
Asian	2.4%	1.96%	2.64%	9	7	10
Filipino	0.5%	0.56%	0.26%	2	2	1
Hispanic/Latino	19.0%	17.60%	19.79%	72	63	75
Pacific Islander	1.1%	1.12%	1.32%	4	4	5
White	70.3%	70.39%	67.28%	267	252	255
Multiple/No Response	4.5%	5.59%	6.86%	17	20	26
<b>Total Enrollment</b>				380	358	379

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	50	52	55
Grade 1	53	52	58
Grade 2	51	47	57
Grade3	54	52	54
Grade 4	48	48	57
Grade 5	69	42	52
Grade 6	55	65	46
<b>Total Enrollment</b>	380	358	379

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	21	16	25	5.50%	4.5%	6.6%
Fluent English Proficient (FEP)	20	12	9	5.30%	3.4%	2.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

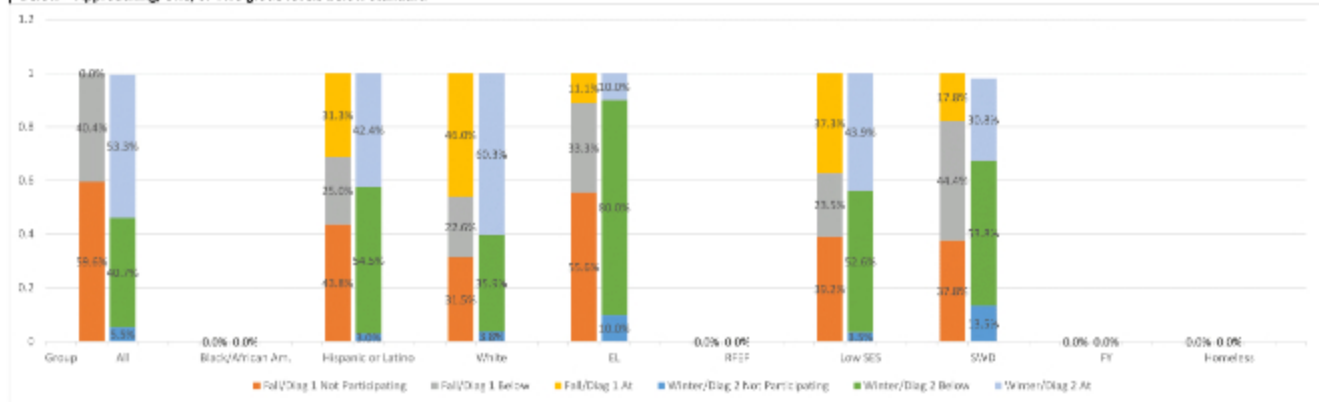
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	181	59	40	0	10	74	97			
Black/African Am.	4	1	1	1	0	2	2			
Hispanic or Latino	33	14	8	10	1	18	14			
White	131	39	28	57	5	47	79			
EL	10	5	3	1	1	8	1			
RFP	1	0	0	0	0	0	0			
Low SES	57	20	12	19	2	30	25			
SWD	52	17	20	8	7	28	16			
FY	0	0	0	0	0	0	0			
Homeless	3	1	0	1	0	1	1			

Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	182	59.6%	40.4%	0.0%	5.5%	40.7%	53.3%			
Black/African Am.	4	33.3%	33.3%	33.3%	0.0%	50.0%	50.0%			
Hispanic or Latino	33	43.8%	25.0%	31.3%	3.0%	54.5%	42.4%			
White	131	31.5%	22.6%	45.0%	3.8%	35.9%	50.3%			
EL	10	55.6%	33.3%	11.1%	10.0%	80.0%	10.0%			
RFP	1				0.0%	0.0%	0.0%			
Low SES	57	35.2%	23.5%	37.3%	3.5%	52.5%	43.9%			
SWD	52	37.8%	44.4%	17.8%	13.5%	53.8%	30.8%			
FY	0									
Homeless	3	50.0%	0.0%	50.0%	0.0%	33.3%	33.3%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

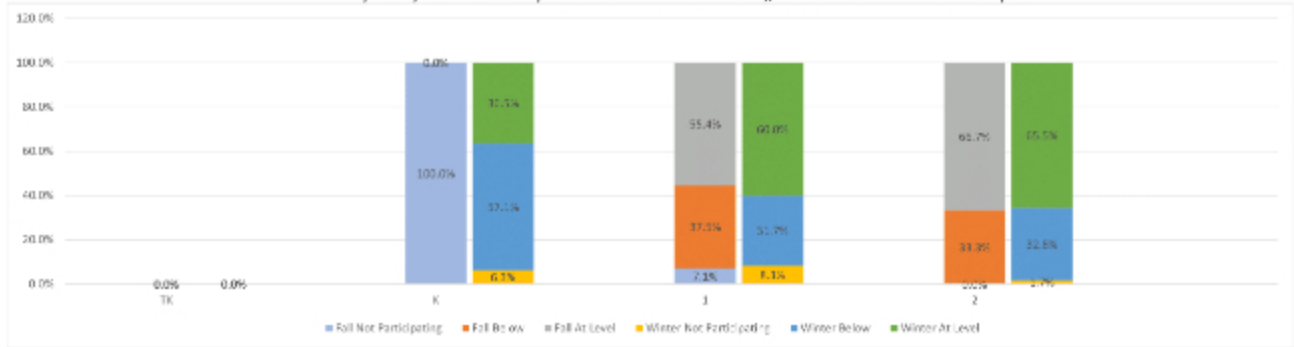
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	63	55	0	0	4	36	23			
1	60	4	21	31	5	19	36			
2	58	0	19	38	1	19	38			

Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	63	100.0%	0.0%	0.0%	6.3%	57.1%	36.5%			
1	60	7.1%	37.5%	55.4%	8.3%	31.7%	60.0%			
2	58	0.0%	33.3%	65.7%	1.7%	32.8%	65.5%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.  
 \*Below = Approaching, One, or Two grade levels below standard

Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

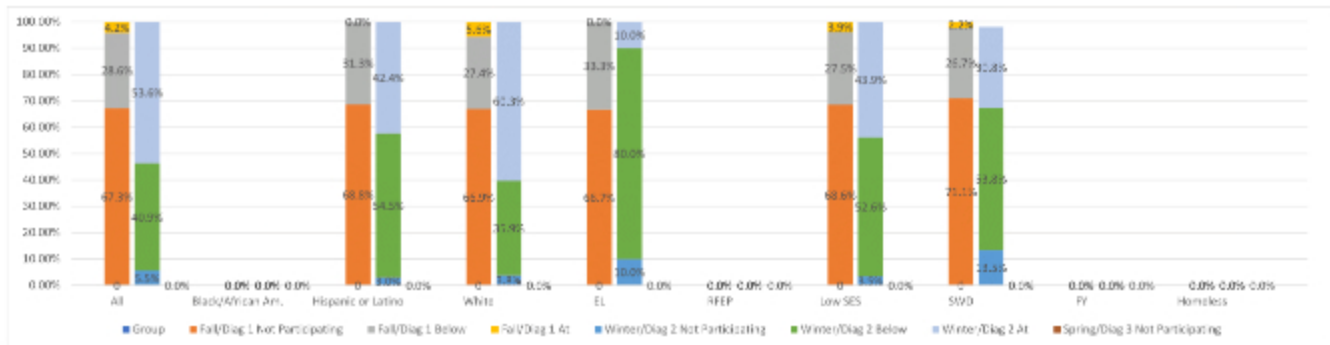
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	181	113	48	7	125	49	7			
Black/African Am.	4	2	1	0	3	1	0			
Hispanic or Latino	33	22	10	0	23	10	0			
White	131	83	34	7	89	35	7			
EL	10	6	3	0	7	3	0			
RFP	1	0	0	0	0	0	0			
Low SES	57	35	14	2	40	15	2			
SWD	52	32	12	1	37	13	1			
FY	0	0	0	0	0	0	0			
Homeless	3	1	1	0	1	1	0			

Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	182	67.3%	28.6%	4.2%	68.7%	26.9%	3.8%			
Black/African Am.	4	66.7%	33.3%	0.0%	75.0%	25.0%	0.0%			
Hispanic or Latino	33	68.8%	31.3%	0.0%	69.7%	30.3%	0.0%			
White	131	66.9%	27.4%	5.6%	67.9%	26.7%	5.3%			
EL	10	66.7%	33.3%	0.0%	70.0%	30.0%	0.0%			
RFP	1				0.0%	0.0%	0.0%			
Low SES	57	68.6%	27.5%	3.9%	70.2%	26.3%	3.5%			
SWD	52	71.1%	26.7%	2.2%	71.2%	25.0%	1.9%			
FY	0									
Homeless	3	50.0%	50.0%	0.0%	33.3%	33.3%	0.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard



Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0	0	0	0
K	63	55	0	0	63	0	0			
1	60	54	2	0	58	2	0			
2	58	4	46	7	4	47	7			

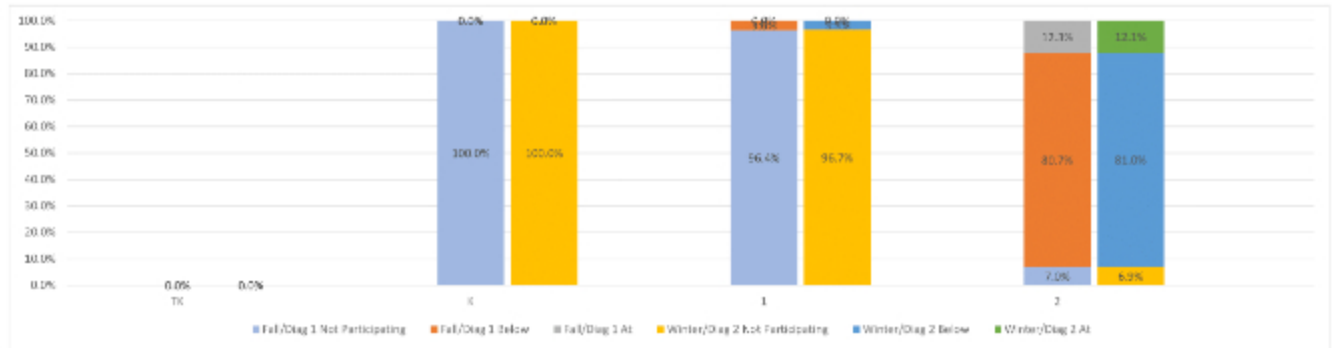
Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	63	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	60	96.4%	3.6%	0.0%	96.7%	3.3%	0.0%			
2	58	7.0%	80.7%	12.3%	6.9%	81.0%	12.1%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard

Harry Dewey Fund. Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency





**Conclusions based on this data:**

1. Using the Fall to Winter IReady and Text Level Data and a comparison of winter annual results it should be noted:

District wide ELA IReady assessment administered to all third through sixth graders show that although proficiency levels are increasing from fall to winter, the overall proficiency levels are only minimally improving for the "All," "Hispanic," and "white" student groups as compared to last year. The SES and SWD groups both slightly declined in overall proficiency levels

Although students in all groups increased in overall points, a discrepancy continues to exist between our different student groups.

Similarly, when comparing proficiency levels for K-2 students in reading from winter of 2022 to winter of 2023 scores have improved minimally.

K-2 scores are similar to our 3rd-6th grade students. However, our K-2 SES group is scoring 15% higher than our 3rd-6th grade SES cohort.



**Spring 2023  
District Climate Survey Results by School**

**Harry Dewey**

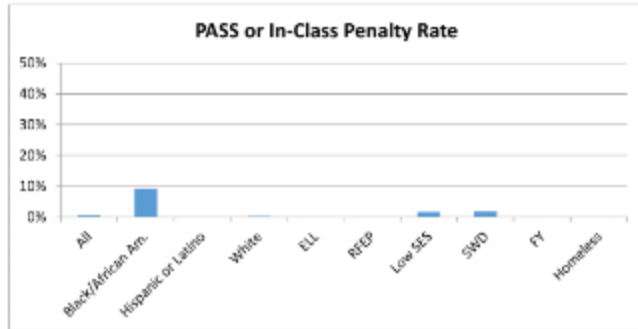
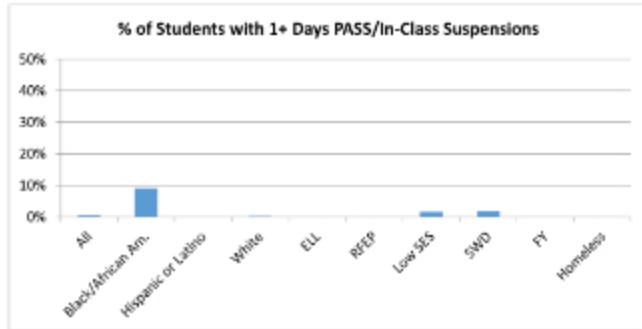
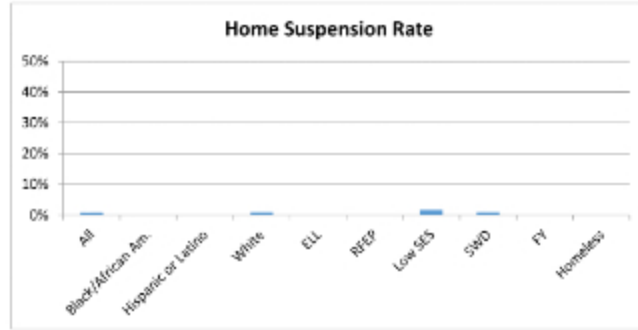
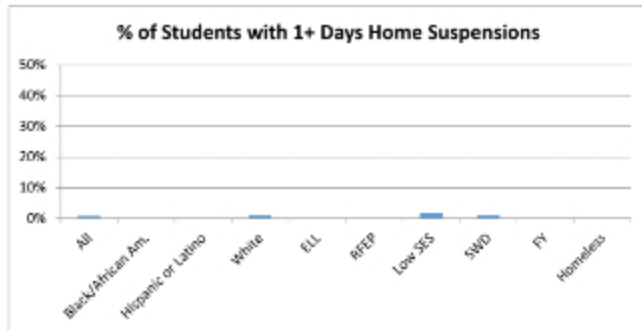
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Caring Relationships</b>						
A) School has a climate that is caring.	172	93.02%	110	66.36%	14	71.43%
B) There are students and staff on campus who listen to students when they have something to say.	173	92.49%	110	58.18%	14	85.71%
C) There is an adult from the school who checks on how students are doing.	173	73.41%	110	48.18%	14	92.86%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	173	86.71%	110	72.73%	14	71.43%
E) Staff feels supported to do their job well in meeting the needs of all students.					14	64.29%
F) Staff feels part of an effective team.					14	64.29%
<b>Family and Staff Engagement</b>						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	174	96.55%			13	92.31%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	174	94.25%			14	78.57%
C) The school offers families opportunities to be involved in school and classroom activities.	173	93.64%			14	100.00%
D) The school keeps families well-informed about school activities.	174	96.55%			14	100.00%
E) The staff at our school listens to family concerns about issues.	171	90.06%			14	78.57%
F) The staff at school are helpful and welcoming when families come to school or call.	172	94.77%			14	85.71%
G) The school and families are partners in promoting positive behavior for my student.	172	93.02%			14	92.86%
H) Families who speak a language other than English receive general information about our school in their home language.	171	96.49%			14	64.29%
I) Staff receive information about upcoming events and important information about the school.					14	100.00%
<b>School Decision Making</b>						
A) School seeks input when making important decisions.	172	80.23%	109	52.29%	14	85.71%
B) Important school decisions reflect diverse input.	172	74.42%	106	52.83%	14	71.43%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	172	92.44%				
D) The principal and staff listen to concerns of other staff members about issues.					14	85.71%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					13	92.31%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					14	92.86%
G) Our school uses data from this survey to inform site decision making.					14	78.57%
H) Staff voice matters in decision making.					14	71.43%
<b>Safety</b>						
A) Concerns about student safety are taken seriously.	172	94.19%	110	66.36%	14	85.71%
B) Concerns about student safety are addressed in a timely manner at my school.	172	88.95%	109	68.81%	14	85.71%
C) My school is a safe place for all students.	172	88.37%	110	65.45%	14	57.14%
D) My school is a safe place for all staff.					14	57.14%
E) Students know what staff member to go to if they have a safety concern.	172	91.86%	107	72.90%	14	64.29%
F) Students know school safety protocols.	171	91.23%	109	88.07%	14	100.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	171	87.13%	110	55.45%	14	78.57%
<b>Sense of Belonging</b>						
A) School staff respects student diversity.	172	89.53%	109	66.00%	14	85.71%
B) Adults at my school treat students respectfully.	172	91.86%	110	67.27%	14	92.86%
C) Students are respectful to each other at school.	172	66.86%	110	30.00%	14	35.71%
D) Students have opportunities to socialize with other students often at school.	172	90.70%	106	72.64%	14	92.86%
E) Students have an adult on campus they trust.	172	90.70%	108	75.00%	14	92.86%
F) Students trust other students at school.	172	88.95%	110	81.82%	14	50.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	171	81.29%	108	49.07%	14	64.29%
H) School staff reflects student diversity.	170	72.94%	108	39.20%	14	42.86%
<b>Academic Progress</b>						
A) Families and students understand how assignments and tests are graded.	172	90.70%	109	74.31%	14	64.29%
B) Questions and concerns about schoolwork are addressed.	172	90.70%	110	70.91%	14	100.00%
C) Student grades reflect their knowledge of the material.	172	91.28%	107	70.09%	14	92.86%
D) Adults at my school believe all students can be successful.	172	95.35%	109	77.06%	14	85.71%
E) Students feel comfortable and unjudged to ask their teacher for help.	172	88.95%	109	59.63%	14	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	171	92.98%	110	76.36%	14	100.00%
G) Teachers at my school go out of their way to help all students.	172	87.21%	110	55.45%	14	92.86%
H) Students receive timely and regular feedback on their learning.	172	87.79%	106	66.98%	14	92.86%
I) Staff at my school provides resources or ideas that help families support their students at home.	172	83.72%			14	78.57%
<b>High Expectations</b>						
A) Students are challenged academically at school.	171	78.95%	109	55.05%	14	92.86%
B) School recognizes and celebrates the academic success of all students.	172	85.47%	109	47.71%	14	57.14%
C) Adults on campus motivate students to do their best.	172	84.30%	109	65.14%	14	92.86%
D) School provides additional academic support when students are struggling.	172	78.49%	108	66.67%	14	92.86%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>						
A) Students are interested in what they are learning.	171	81.29%	108	47.22%	14	71.43%
B) Students have access to classes and activities that meet their interests and talents.	170	81.76%	109	55.05%	14	64.29%
C) Students understand how to complete their schoolwork.	171	91.81%	109	80.73%	14	92.86%
D) Students complete assignments on time.	172	90.12%	107	66.36%	14	71.43%
E) Students are motivated to do their schoolwork.	172	79.65%	109	42.20%	14	71.43%
<b>College and Career Readiness</b>						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	152	39.47%	109	54.13%	13	23.68%
B) Students and families know what classes they will have to take and pass to graduate from high school.	151	42.38%	108	39.81%	14	7.14%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	151	52.32%	109	46.79%	14	28.57%
D) School offers college and career programs.	149	19.46%	108	12.96%	14	7.14%
E) Students participate in programs to learn about different jobs, careers, and colleges.	147	20.41%	108	23.15%	14	7.14%
F) Students are prepared for the next step of their educational experience.	152	60.53%	108	57.41%	14	50.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					14	57.14%
H) There are equitable opportunities for advancement in the district.					14	50.00%
<b>Customer Satisfaction</b>						
A) I would recommend my school to other families.	172	94.77%	108	61.11%	14	100.00%
B) San Juan Unified School District is a district that I would recommend to other families.	171	85.96%	108	65.74%	14	85.71%

**Harry Dewey Fund. Elementary 2022-2023 Suspension Data**

**Date Range: 8/11/2022 to 1/9/2023**

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	395	3	0.76%	2	3	0.76%	2	0.51%	2	0.51%	
Black/African Am.	11	-	0.00%	-	-	0.00%	1	9.09%	1	9.09%	
Hispanic or Latino	78	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
White	282	3	1.06%	2	3	1.06%	1	0.35%	1	0.35%	
ELL	30	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
RFP	5	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	123	2	1.63%	1	2	1.63%	2	1.63%	2	1.63%	
SWD	108	1	0.93%	-	1	0.93%	2	1.85%	2	1.85%	
FY	-	-	-	-	-	-	0	-	0	-	
Homeless	3	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Harry Dewey Fund. Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

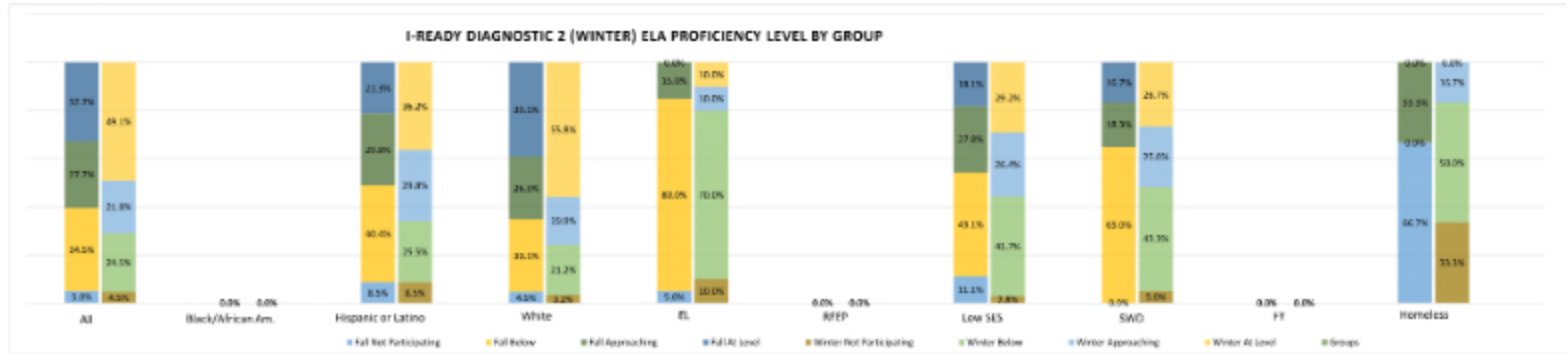
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	220	11	75	61	72	10	54	48	108				
Black/African Am.	5	0	2	3	0	0	3	1	1				
Hispanic or Latina	47	4	19	14	20	4	12	14	17				
White	156	7	47	41	62	5	33	31	87				
EL	20	1	16	3	0	2	14	2	2				
FFEP	5	0	3	1	1	0	1	1	3				
Low SES	72	8	31	20	13	2	30	19	21				
SWD	40	0	39	11	30	3	26	15	16				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	4	2	2	0	2	3	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	220	5.0%	34.5%	27.7%	32.7%	4.5%	24.5%	21.8%	49.1%				
Black/African Am.	5	0.0%	40.0%	60.0%	0.0%	0.0%	60.0%	20.0%	20.0%				
Hispanic or Latina	47	8.5%	40.4%	29.8%	21.3%	8.5%	25.5%	29.8%	36.2%				
White	156	4.5%	30.1%	26.3%	38.1%	3.2%	21.2%	19.9%	55.8%				
EL	20	5.0%	80.0%	15.0%	0.0%	10.0%	70.0%	10.0%	10.0%				
FFEP	5	0.0%	60.0%	20.0%	20.0%	0.0%	20.0%	20.0%	60.0%				
Low SES	72	11.1%	43.1%	27.8%	18.1%	2.8%	41.7%	26.4%	29.3%				
SWD	40	0.0%	95.0%	18.3%	16.7%	5.0%	45.3%	25.0%	26.7%				
FY	0												
Homeless	6	66.7%	0.0%	33.3%	0.0%	33.3%	50.0%	30.7%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Harry Dewey Fund. Elementary - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	57	5	23	11	20	4	14	9	30				
4	90	2	9	28	21	3	6	22	29				
5	56	5	21	10	20	3	18	10	25				
6	47	1	23	12	11	0	15	7	24				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

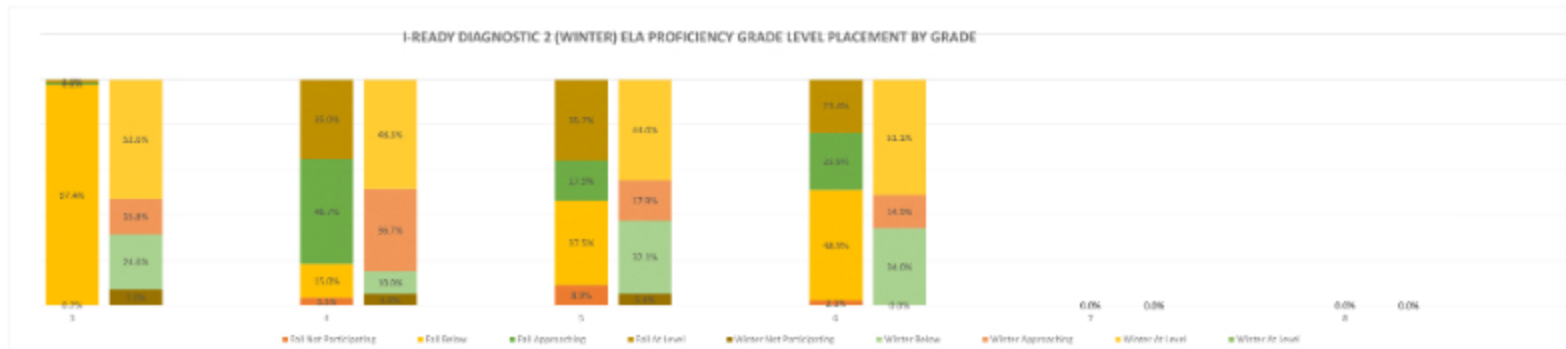
  

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	57	5.3%	40.4%	19.3%	35.2%	7.0%	24.6%	15.8%	52.6%				
4	90	3.3%	15.0%	46.7%	35.0%	5.0%	10.0%	36.7%	48.3%				
5	56	8.9%	37.5%	17.9%	35.7%	5.4%	32.1%	17.9%	44.6%				
6	47	2.1%	48.9%	25.5%	23.4%	0.0%	34.0%	14.9%	51.1%				
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard



Harry Dewey Fund. Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

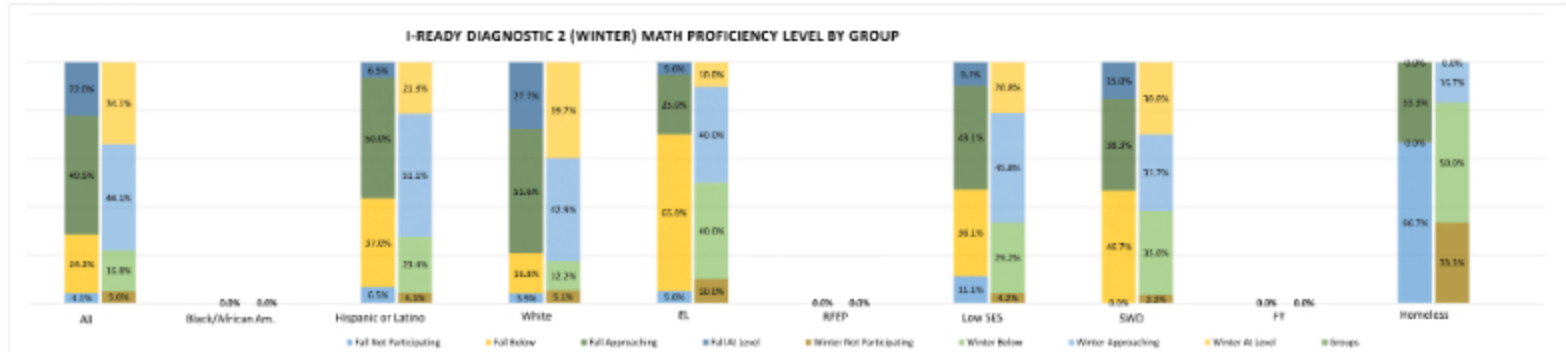
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	220	9	53	108	48	11	37	97	75				
Black/African Am.	5	0	2	3	0	0	1	4	0				
Hispanic or Latina	47	3	17	23	3	2	11	24	10				
White	156	6	25	80	43	8	19	67	62				
EL	20	1	13	5	1	2	8	8	2				
FFEP	5	0	0	3	2	0	0	1	4				
Low SES	72	8	24	31	7	3	11	33	15				
SWD	60	0	28	23	9	2	11	19	18				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	4	2	2	0	2	3	1	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	220	4.1%	24.3%	49.5%	22.0%	5.0%	16.8%	44.1%	34.1%				
Black/African Am.	5	0.0%	40.0%	60.0%	0.0%	0.0%	20.0%	80.0%	0.0%				
Hispanic or Latina	47	6.5%	37.0%	50.0%	6.5%	4.3%	23.4%	51.1%	21.8%				
White	156	3.9%	16.8%	51.8%	27.7%	5.1%	12.2%	42.9%	39.7%				
EL	20	5.0%	65.0%	25.0%	5.0%	10.0%	40.0%	40.0%	10.0%				
FFEP	5	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%	20.0%	80.0%				
Low SES	72	11.1%	36.1%	43.1%	9.7%	4.2%	19.2%	45.8%	20.8%				
SWD	60	0.0%	46.7%	38.3%	15.0%	3.3%	18.3%	31.7%	30.0%				
FY	0												
Homeless	6	66.7%	0.0%	33.3%	0.0%	33.3%	50.0%	16.7%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Harry Dewey Fund. Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	57	5	17	33	4	5	8	37	9				
4	80	1	10	34	34	5	8	24	25				
5	56	4	13	20	38	5	11	19	23				
6	47	1	13	21	32	2	30	17	38				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

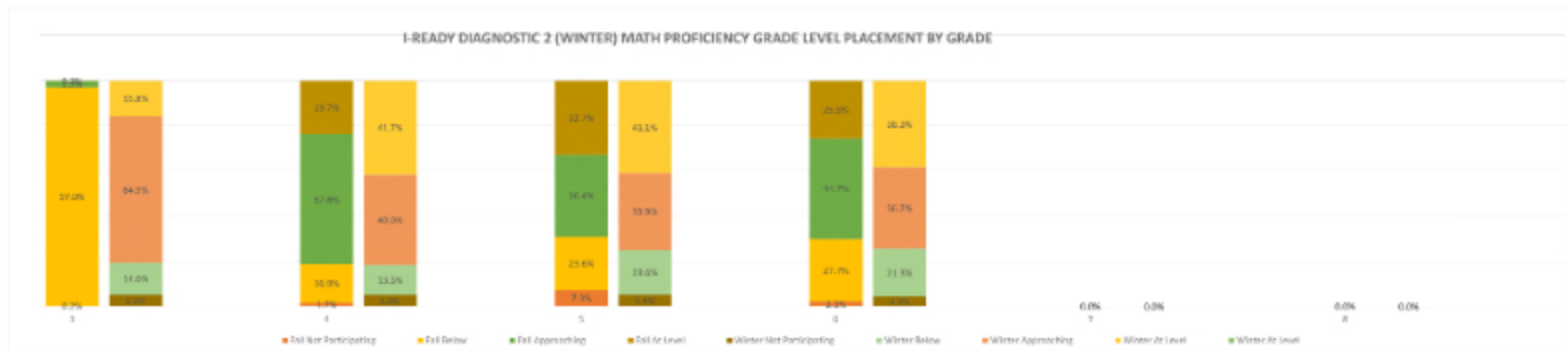
  

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	57	5.3%	29.8%	57.9%	7.0%	5.2%	14.0%	64.9%	15.8%				
4	80	1.7%	16.9%	57.6%	23.7%	5.0%	13.3%	40.0%	41.7%				
5	56	7.3%	23.6%	36.4%	32.7%	5.4%	19.6%	33.9%	41.1%				
6	47	2.1%	27.7%	44.7%	25.5%	4.3%	21.3%	36.2%	38.3%				
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard





**Conclusions based on this data:**

1. District wide ELA IReady assessment administered to all third through sixth graders shows that although proficiency levels are increasing from fall to winter, the overall proficiency levels are only minimally improving for the "All," "Hispanic," and "white" student groups as compared to last year. The SES and SWD groups both slightly declined in overall proficiency levels

District wide IReady math proficiency levels lag behind ELA scores. In comparing proficiency levels on an annual basis, only the Hispanic/Latino and SWD student groups made moderate gains. All other groups declined in proficiency levels.

In math, the IReady assessment system indicated that 34% of 3rd-6th grade students were proficient in winter of 2023 (a 6% decrease from the same time as the previous year). Our white student group scores at least 10% higher than all other groups.

Winter 2022	Winter 2023
Overall: Winter 40.3%	34%
Hispanic/Latino: Winter 17.9%	21%
White: Winter 48.7%	40%
Low SES: Winter 23%	21%
SWD: Winter: 29%	30%

# 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: 2022-23

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?

Data was collected in a variety of ways. At the district level educational groups provided input via the annual district parent/student/staff culture survey. At the site level, the school partnered with our Parent Faculty organization issuing surveys in the fall of 2022 and early spring of 2023. Additionally, families provided input and feedback at three different empathy gathering sessions in the fall, winter and spring of the 2022-23 school year.

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

Teachers were able to meet with 1:1 with students and with families prior to school starting. Being able to meet with our incoming kindergarten families before school started set a positive tone and inclusive feeling for our new families. We were able to increase the communication tools used to promote two way communication with families however, there is still a need to have better tools to communicate with our emerging bilingual families. Language barriers still present a problem for effective communication between school and home.

Family events that had the greatest attendance and participation centered around non-curricular activities (fall festival, winter program, school dance, open house). Parent groups indicate they want to expand shared experiences that will focus on bringing groups together, focusing on community building and not always on fundraising. We also implemented an open forum for families to be able to provide input, ask questions and connect in an informal coffee chat (Tiger Talks). Participation levels were low, but valuable information was collected.

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

Due to the increase in Emerging Bilinguals at our site this year, we expanded the amount of time the district School Community Resource Assistant spent on site in order to address language barriers and provide support for families. A weekly segment in our school newsletter was dedicated to providing information about district classes, events and resources for families. Based upon staff referrals and attendance data, personal outreach would be conducted to connect families with both internal and external resources as needed.

**2022-23**

**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. Increase the number of family nights/events and home/school partnerships that are connected to targeted curricular and social emotional areas that are being focused on during the school year.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Annual Parent/Student/Staff survey will show an increase in "School has a climate that is caring."	*As indicated on the Spring 2023 School Survey Parents: 93% Students: 66% Staff: 71%	On the district Survey we will have an increase of 5% in parent, student and staff group.
District Annual Parent/Student/Staff survey will show an increase in the "School has the materials, staff, programs,	*As indicated on the Spring 2023 School Survey Parents: 87% Students: 73%	On the district Survey we will have an increase of 5% in parent, student and staff groups.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
and supports needed to help all students do their best."	Staff: 71%	
Reduce the percent of students who are chronically absent	Chronically Absent All - 23.2%	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	500	School Year 2023-24
1.2	Supplemental materials and supplies to support implementation of parent workshops and events	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	1000	School Year 2023-24

				2000-2999: Classified Personnel Salaries LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies		
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 Supplemen tal Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries	1500	School Year 2023-24
1.4	Purchase communication tools to enhance two-way communication (such as	X All Students English Learners Low-Income Students Foster Youth Other	Principal, secretary	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24

	S'more, Canva, planners)					
1.5	Purchase technology to replace those items that are becoming obsolete (apple tvs and elmos)	X All Students English Learners Low-Income Students Foster Youth Other	secretary, principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 2023-24

# 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: 2022-23

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 (2X per year year), Parent/Student/Staff Climate Survey - annual, office referrals (monthly), Empathy Gathering Sessions - (3X per year)

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

As a staff we have worked to implement a school wide SEL program (Second Step) so that we are consistent with language, instruction and expectations for our students. Approximately 60% of teachers have implemented the program. We need to expand the language and training to our classified staff and increase visual reinforcers around the campus to support implementation. Our staff continued to do work around equity, specifically looking at inclusion and what it means to be marginalized. Discussions were started, but additional action items to support inclusion are needed across the school community. Small social groups were held

based upon SAEBRS data and teacher recommendations. Although beneficial, too much time out of class can be problematic and scheduling became a concern.

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

An SEL team was established that worked to provide lessons, school wide launch assemblies for each theme in Second Step (SEL curriculum). A school wide "PawRiffic" ticket was created and used to reinforce and recognize students using SEL strategies taught and positive behavior. The Dewey student store re-opened so that students could redeem PawRiffics for prizes. The SEL team met throughout the school year to support SEL instruction throughout the school year. Professional development and collaboration time for staff was dedicated to equity, inclusion and staff values. Staff and parent discussions also were also started to establish a "portrait of a Dewey graduate" to help unify and align our goals for our students. In regards to physical safety, additional safety signage was purchased for the parking lot and the perimeters of our school.

**2022-23**

**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. The physical safety of our campus continues coupled with strengthening safety protocols is an ongoing area to address.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Survey: Caring Relationships - School has a climate that is caring	*As indicated on the Spring 2023 School Survey Parent: 93% Student: 66% Staff: 71%	We expect the rating to increase by 5% for students and parents and maintain for staff members.
District Survey: Safety- My school is a safe place for all students	*As indicated on the Spring 2023 School Survey Parent: 88% Student: 65%% Staff: 57%	We expect the rating to increase by 5% for students, staff and parents



Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Survey: My school is a safe place for all staff	*As indicated on the Spring 2023 School Survey staff: 57%	We expect the rating to increase by 10% for all 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
2.1	Purchase books and materials to support establishment of school wide behavior management system, SEL and equity.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers, ICT	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		School Year 2023-24
2.2	Extra assignment pay to develop and implement 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 Title I Part A Site Allocation 2000-2999: Classified		School Year 2023-24

				Personnel Salaries		
2.3	Participate in professional development and/or book studies related to trauma informed practices, equity and culturally responsive teaching.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	School Year 2023-24
2.4	Items to promote physical safety of campus	X All Students English Learners Low-Income Students Foster Youth Other	principal, safety team	LCFF Supplemental Site Allocation	1000	School Year 2023-24

				4000-4999: Books And Supplies		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

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

## SPSA/Goal 3

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. Expand knowledge and implementation of effective instructional strategies that meet the diverse needs of our students.

## Annual Review

### SPSA Year Reviewed: 2022-23

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)

This year we were able to increase the number of students who received tier two levels of support by being more strategic in scheduling of Instructional Assistant support. All primary classrooms received IA support for key ELA/Math block times. Additionally, IAs were deployed to support students/classes in all grades that required additional support based upon schoolwide data. Intervention groups were established with specific learning goals based on assessments. Our team was able to do this easily in ELA; however, the need for aligned assessments (progress monitoring and diagnostic) across the school in math is still needed.

Another area we worked on was establishing consistent data analysis conversations. When we had them they were beneficial in helping to align services and instructional practices. It was deemed that they need to be more consistently scheduled with a set protocol for data analysis. Students continue to make progress however, the rate at which they are improving is not accelerating and the need for more in-depth diagnostic analysis combined with targeted professional development is needed.

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

The IReady assessment had previously been taken by only our 3rd-6th team. We have expanded that to include second grade, part of first grade and our kinder team. This will allow IReady to be a tool to use across the school for differentiation and assessment purposes. Data also indicated a need for more attention to informational reading, vocabulary development and the implementation of GLAD strategies to support our emerging bilingual students. This was implemented through small group instruction in classrooms and tier 2 support groups.

**2022-23**

**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 learning plans. Additional attention needs to be directed toward examination of what is perpetuating the differences in outcomes of student groups. 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. Key areas that have been identified to focus upon include:

\* Math - Number Sense with an emphasis on professional learning in math progression, explicit vocabulary instruction, effective differentiation strategies and establishment of common progress monitoring and diagnostic assessments.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
IReady Assessments	Baseline assessments collected Winter 2023 IReady Math - "At grade level" All - 34.1% Low SES: 20.8%	Increase "all" student proficiency levels by 10% in mathematics as measured by IReady.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	SWD - 30%	Increase low SES and SWD by 13% in mathematics as measured by IReady.
IReady Assessments	Baseline assessments collected Winter 2023 IReady ELA - "At grade level" All - 49.1% Low SES: 29.2% SWD - 26.7%	Increase "all" student proficiency levels by 10% in mathematics as measured by IReady.  Increase low SES and SWD by 13% in mathematics as measured by IReady.
Text Levels (K-2)	Grades K-2 Text levels collected winter 2023 *At or above proficiency All: 53.3% Low SES: 43.9% SWD: 30.8%	Increase "all" student proficiency levels by 8% Increase low SES and SWD by 11%

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	12,000	School Year 2023-24

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	3000	School Year 2023-24
3.3	Purchase high interest books and novels to support literacy instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers, ICT	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		School Year 2023-24
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		School Year 2023-24

				2000-2999: Classified Personnel Salaries		
3.5	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.	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 2023-24



# 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: 2022-23

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. We were only able to provide limited after school enrichment activities and this coupled with inconsistency of staffing did not make the programs as impactful as they could have been. A student government was established for our fourth through sixth grade students. It provided opportunities for student leadership, school connectedness and an increase in school spirit. We have designated a space for STEAM/Maker education but additional professional development and set up of the room are needed to increase the usage and effectiveness of the space.

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

As a staff we began learning more about the benefits of Maker Education. A team was established to gather additional information, facilitate staff discussions and make recommendations to the staff regarding the benefits and implementation of Maker education.

**2022-23**

**Identified Need**

Data collected through surveys, input gathered at SSC, ELAC and parent meetings 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. This was strongly voiced by students, staff and families. In reviewing input, it should also be noted that student input needs to be increased.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
2023 Spring District Student/Parent/Staff Survey Student Engagement: "Students have access to classes and activities that meet their interests and talents."	Percent of respondents that strongly agree/agree Parents: 82% Student: 55% Staff: 64%	We expect the rating to increase by 5% by all groups.
2023 Spring District Survey: "Students are interested in what they are learning."	Percent of respondents that strongly agree/agree Parents: 81% Student: 47% Staff: 71%	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	X All Students English Learners Low-Income Students	Principal, staff	Other		School Year 2023-24

	activities such as coding, robotics, STEM , music, arts, band)	Foster Youth Other				
4.2	Purchase supplies and materials to develop and enhance STEAM and Maker 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 2023-24
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 LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	500	School Year 2023-24

4.4	Provide opportunities for supplemental learning opportunities to enhance and extend curriculum.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 2023-24

## 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.

### Centralized Services

<b>SCHOOL GOAL #1:</b>

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>		
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #2:**

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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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 Expenditure(s)			
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<b>SCHOOL GOAL #3:</b>

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
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**SCHOOL GOAL #4:**

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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# 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	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
1000-1999: Certificated Personnel Salaries	9,000.00
4000-4999: Books And Supplies	6,500.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	9,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,000.00

## Expenditures by Goal

**Goal Number**

**Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4

6,000.00
2,000.00
20,000.00
3,500.00



# 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
Rima Cornish	Parent or Community Member
Colin Paterson	Parent or Community Member
Sarah Sault	Parent or Community Member
Laura Sandeen	Parent or Community Member
Tracy Hartman	Parent or Community Member
Donna Corey	Classroom Teacher
Lydia Truitt	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**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 8th, 2023.

Attested:



Principal, Sabrina Parsley on 6/8/23



SSC Chairperson, Donna Corey on 6/8/23

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# 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 Educational Partner 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](mailto: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 (Educational Partner 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 (Educational Partner 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

## 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	\$500.00	Connected School Communities	
Supplemental materials and supplies to support implementation of parent workshops and events	1000-1999: Certificated Personnel Salaries	\$1,000.00	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	\$1,500.00	Connected School Communities	
Purchase communication tools to enhance two-way communication (such as S'more, Canva, planners)	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Purchase technology to replace those items that are becoming obsolete (apple tvs and elmos)	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
Participate in professional development and/or book studies related to trauma informed practices, equity and culturally responsive teaching.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Items to promote physical safety of campus	4000-4999: Books And Supplies	\$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	\$12,000.00	Engaging Academic Programs	
Purchase supplemental instructional materials to support core curriculum.	4000-4999: Books And Supplies	\$3,000.00	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	

## Harry Dewey Fundamental Elementary School

Purchase supplies and materials to develop and enhance STEAM and Maker 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
Provide opportunities for supplemental learning opportunities to enhance and extend curriculum.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	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	