

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
Mariposa Avenue Elementary School	34-67447-6034714	June 9th, 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)

Schoolwide Program

Additional Targeted Support and Improvement

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP) The SJUSD LCAP describes four goals

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

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

This school plan aligns with the San Juan Unified Local Control 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.

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allowable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Mariposa Avenue Elementary School met the criteria for the following student groups:

1. English Learners
2. Homeless
3. Students with Disabilities

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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	
Data Analysis	<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 includes state testing, surveys, local assessments, empathy gathering and observations.

CAASPP - 2022 - 3-5 Grade Students - English Language Arts

26% of all students at or exceeded grade level standards

4% of English Language Learners were either At or Exceeding grade level standards.

12% students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards.

24% of students identified as Low Income were either At or Exceeding grade level standards.

30% of students identified as African American were either At or Exceeding grade level standards.

27% of students identified as Hispanic were either At or Exceeding grade level standards.

7% of students identified as Students with Disabilities were either At or Exceeding grade level standards.

CAASPP - 2022 - 3-5 Grade Students - Math

24% of all students met or exceeded grade level standards in Math

4% of English Language Learners were either At or Exceeding grade level standards.

11% students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards.

18% of students identified as Low Income were either At or Exceeding grade level standards.

10% of students identified as African American were either At or Exceeding grade level standards.

15% of students identified as Hispanic were either At or Exceeding grade level standards.

2% of students identified as Students with Disabilities were either At or Exceeding grade level standards.

3-5 i-Ready Reading Data from 2nd trimester:

34.5% of students 3-5 were either At or Exceeding grade level standards. +0.7 gain

7.7% of 3-5 English Language Learners were either At or Exceeding grade level standards. +7.7% gain

20.0% of 3-5 students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards. -11.3 loss

27.8% of 3-5 students identified as Low Income were either At or Exceeding grade level standards. -7.7 loss

62.5% of students identified as African American were either At or Exceeding grade level standards. +12.5 gain

25.6% of students identified as Hispanic were either At or Exceeding grade level standards. -4.4 loss

13.9% of students identified as Students with Disabilities were either At or Exceeding grade level standards +2.3 gain

K-2 i-Ready/Text Level Data from 2nd trimester:

22.2% of students K-2 were either At or Exceeding grade level standards. -4.2 loss

13.3% of K-2 English Language Learners were either At or Exceeding grade level standards. +.8 gain

20.0% of K-2 students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards. -2.2 loss

21.0% of K-2 students identified as Low Income were either At or Exceeding grade level standards. -4.6 loss

4.8% of students identified as African American were either At or Exceeding grade level standards. +4.8 gain

24.1% of students identified as Hispanic were either At or Exceeding grade level standards. +5.6 gain

22.6% of students identified as Students with Disabilities were either At or Exceeding grade level standards +10.6

3-5 i-Ready Math Data from 2nd trimester

17.2% of students 3-5 were either At or Exceeding grade level standards. +6.9 gain

7.7% of 3-5 English Language Learners were either At or Exceeding grade level standards. +7.7 gain

15% of 3-5 students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards. + 2.5 gain

15.6% of 3-5 students identified as Low Income were either At or Exceeding grade level standards. +3.8 gain

12.5% of students identified as African American were either At or Exceeding grade level standards. + 12.5 gain

20.9% of students identified as Hispanic were either At or Exceeding grade level standards. +6.9 gain

2.8% of students identified as Students with Disabilities were either At or Exceeding grade level standards -4.2 loss

K-2 i-Ready Math Data from 2nd trimester

15.0% of student K-2 were either at or exceeding grade level standards (decrease of 4.6%)

Winter Survey Data:

High Expectations/Caring Relationships:

84% parents (10.3% decrease), 72.3% students (20.3 % decrease) and of staff 91.2% (3.7% increase)

Engagement:

87.2% of parents (2.3% increase), 71.8% of students (20.1% decrease) and 85.5% of staff (23% increase)

Sense of Belonging:

83.7% of parents (15% decrease), 67.3% of students (3% increase) and 85% of staff (2% decrease)

School Safety:

83.98% of parents (8.5% decrease), 69.3% of students (19% increase) and 85% of staff (15% decrease)

Suspension Data:

5.11% suspension rate for all K-5 students (2.9% increase)

11.11% of all suspensions were from students identified as McKinney-Vento. (4.2% increase)

0% of all suspension were from students identified as English Language Learners (1.6% decrease)

7.5% of all suspensions were from students identified as Low Income (4% increase)

3.3% of all suspensions were from students identified as African American were either At or Exceeding grade level standards. (0.13% increase)

9.52 % of all suspensions were from students identified as Hispanic. (7% increase)

9.09% of all suspensions were from students identified as Students with Disabilities. (6.5 increase)

Chronic Absenteeism:

All students K-5: 43.9% rate (7.8% decrease)

English Language Learners: 31.3% rate (6% decrease)

Students with Disabilities: 36.1% rate (27% decrease)

Based on the above data, we have identified and our Dashboard indicators show that our Students with Disabilities, English Learners and McKinney-Vento populations are low performing in both ELA and Math.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<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>

Site leadership including; administration, elected leadership team members, School Site Council, our English Learner Advisory Committee 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, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction. After analyzing Mariposa Elementary School's 2022-23 site data as compared to the past year and after talking to various stakeholder groups, the areas that we need to focus our efforts and spending on this year include English Language Arts achievement and Math. For the 2022-23 school year, our academic indicators show that our students continue to need additional support in English Language Arts; specifically, English Language Learners, Students with Disabilities and McKinney Vento students in the areas of reading, writing, and listening and speaking as measured by the CAASPP state assessment, i-Ready ELA and Math Winter Scores and Kindergarten through Second-Grade Text Level data and CAASPP Math Scores.

We can attribute a lack of attendance and engagement from our students to the following factors: unstable housing for our homeless students and lack of access for support for our English Language Learners and their families. We have also had an influx of newcomers to our school in the 2022-2023 school year. The pandemic continues to impact stable attendance and engagement in school. This has impacted our students as the focus at home may not be on academics, but on making sure families have the food, clothing and shelter needed. This has hit our Low Income and McKinney-Vento families the hardest. These students do not have the support structures and scaffolds available to them as were available prior to the pandemic. Because the families of our English Language Learners are not able to support with instruction and because of the lack of supports, learning loss is anticipated to be greater among our English Language Learners.

Our English Language Learners and Students with Disabilities high chronic absenteeism rate can be contributed to the continued struggles our families have with income insecurity, food insecurity, health care insecurity and getting appropriate support on supporting a child with a disability coming out of the pandemic.

Many of our families of English Language Learners and Students with Disabilities struggle with how to support their child academically and their comfort level in engaging with our school for support. This is resulting in lower ELA and Math scores overall.

We saw a rise in our suspension rate for all students except for our students identified as English Learners. We attribute this to an increase in academic and social demands on our students from the 2021-22 school year to the 2022-23 school year. For the 2021-22 school year, coming out of the pandemic and distance learning, our school had a high focus on social emotional learning with our students. The 2022-23 school year, our level of expectation increased with academics and behaviors. With this increase in our expectations, we saw an increase in our students managing this increase.

With our class meetings, restorative practices settings, and Positive Behavior/Character Trait Assemblies, students feel a sense of belonging within their school community. Implementing Restorative Practices and continued implementation of PBIS also support this.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee 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, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction. Our efforts and monies also need to be focused on building and encouraging a positive and engaging school culture and climate. For the 2023-24 school year, our social-emotional indicators will be: attendance rate, suspension rate, and school culture and climate surveys indicate that we must continue to support and increase all of our stakeholders' social-emotional capacity especially in the areas of: Safety, Meaningful Participation, School Culture/Sense of Belonging, Parent Involvement, and High Expectations/Caring Relationships, in order to see an increase in overall attendance and chronic absenteeism as well as a significant decrease in suspensions. Stakeholder groups noted that a sense of belonging to the school community for all groups may have a strong impact on overall student achievement. Student groups report that they feel an increase in safety and an increase in belonging on campus.

Resource Inequities

What resource inequities did you discover?

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

For the 2022-23 school year, we looked at CAASPP, i-Ready data and early literacy assessments to build in staff release days for collaboration around student data to focus on our Students with Disability's, McKinney-Vento and EL students' performance for the 2023-2024 school year. We have included an intervention block time for all grade levels and will utilize our part time Instructional Assistance to support in grades 3rd to 5th for reading intervention. We are also building in i-Ready Growth Recognition Assemblies for our students to recognize and encourage academic growth in Math and Reading.

For the 2022-23 school year we will be adding additional staff release days for classroom teachers to work with our site Special Education Resource Teacher and with our site ELD Teacher to engage in data analysis, peer observations and professional learning focused on academic instruction interventions and supports for our Students With Disabilities and English Learners around Math and Reading.

When looking at our Positive Behavior Intervention Systems (PBIS) data over the school year, we noticed that we had a significant number of incidents during unstructured time, specifically on the playground. After talking to various stakeholder groups and committees, we determined that it would benefit our students to have more activities to participate in on the playground. We are spending more of our monies on our recreation aides this year and a Campus Representative to allow for time to teach a variety of playground games and to build stronger relationships with all students to increase the effectiveness of problem-solving and also to offer more comprehensive school-day coverage. In the 2023-24 school year, our school aims to provide additional PBIS supports, Character Assemblies, and student recognition of positive behavior practices. Restorative Circles and Class Meetings are still an integral part of our classroom structure. We are also adding the Second Step SEL program systematically to all of our classrooms. We are restructuring our SEL supports through our School Counselor and Social worker creating a goal focused support program with our students with emphasis on aligning strategies learned in social skills group work to carry over to the classroom. We also increased the hours of our School Counselor and built in professional development time monthly to reflect on and adjust ongoing SEL supports for our students.

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

The site leadership team met to review site data and discuss areas of growth, stagnation, and decline throughout the 2022-23 school year. The team determined that the areas of English Language Arts, specifically comprehension and vocabulary and Math were of the most concern.

The Mariposa School Site Council met in March 2023 to review the 2022-23 site data. School Site Council expressed concern about students who were chronically absent and how their absence directly correlates to lower summative assessment scores and overall academic readiness and achievement. Our McKinney-Vento students also showed a lack of growth this year. We are extended the hours of our Attendance Clerk and School Community Resource Assistant to work with our McKinney-Vento and chronically absent students for the 2023-24 school year. Math was also a concern for our School Site Council. We have added addition funding for after school tutoring and will focus this time on Math.

ELAC met throughout the school year. ELAC reviewed the 2022-23 school site data. They shared a common concerns as our School Site Council.

Teachers have expressed the desire to focus on/continue with increasing student and staff safety through Positive Behavior Intervention Systems (PBIS) and an increased focus on classroom communities through Restorative Practices; Class Meeting that Matter Program, and increasing staff presence around campus through Rec Aides and a School/Community Intervention Assistant as well as other safety measures around campus and throughout the school day. The SEL Second Step Program will also be systemically incorporated through each classroom.

Resource Inequities

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

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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	0.3%	0.34%	0.34%	1	1	1
African American	3.5%	6.12%	6.4%	11	18	19
Asian	5.1%	6.12%	8.42%	16	18	25
Filipino	1.0%	0.68%	0%	3	2	0
Hispanic/Latino	35.4%	36.39%	31.65%	110	107	94
Pacific Islander	0.3%	%	0%	1		0
White	47.0%	43.54%	45.45%	146	128	135
Multiple/No Response	7.4%	6.80%	7.74%	23	20	23
	Total Enrollment			311	294	297

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	57	52	52
Grade 1	53	51	53
Grade 2	47	44	50
Grade3	45	45	52
Grade 4	52	47	44
Grade 5	57	55	46
Total Enrollment	311	294	297

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	59	54	54	19.00%	18.4%	18.2%
Fluent English Proficient (FEP)	17	19	14	5.50%	6.5%	4.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		



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

Mariposa

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
Caring Relationships								
A) School has a climate that is caring.	105	94.29%	64	73.44%	27	92.59%	27	92.59%
B) There are students and staff on campus who listen to students when they have something to say.	103	88.35%	64	70.31%	27	96.30%	27	96.30%
C) There is an adult from the school who checks on how students are doing.	105	81.90%	63	58.73%	27	100.00%	27	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	105	81.90%	63	82.54%	27	81.48%	27	81.48%
E) Staff feels supported to do their job well in meeting the needs of all students.					27	81.48%	27	81.48%
F) Staff feels part of an effective team.					27	88.89%	27	88.89%

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
Family and Staff Engagement								
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	104	90.38%			27	88.89%	27	88.89%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	105	93.33%			27	77.78%	27	77.78%
C) The school offers families opportunities to be involved in school and classroom activities.	104	77.88%			27	88.89%	27	88.89%
D) The school keeps families well-informed about school activities.	105	85.71%			27	92.59%	27	92.59%
E) The staff at our school listens to family concerns about issues.	105	81.90%			27	96.30%	27	96.30%
F) The staff at school are helpful and welcoming when families come to school or call.	105	91.43%			27	92.59%	27	92.59%
G) The school and families are partners in promoting positive behavior for my student.	104	93.27%			27	77.78%	27	77.78%
H) Families who speak a language other than English receive general information about our school in their home language.	102	84.31%			27	66.67%	27	66.67%
I) Staff receive information about upcoming events and important information about the school.					26	88.46%	26	88.46%

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
School Decision Making								
A) School seeks input when making important decisions.	103	77.67%	62	45.16%	27	81.48%	27	81.48%
B) Important school decisions reflect diverse input.	103	71.84%	62	56.45%	27	77.78%	27	77.78%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	103	76.70%			27	88.89%	27	88.89%
D) The principal and staff listen to concerns of other staff members about issues.					27	85.19%	27	85.19%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					27	81.48%	27	81.48%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					27	77.78%	27	77.78%
G) Our school uses data from this survey to inform site decision making.					27	77.78%	27	77.78%
H) Staff voice matters in decision making.					27	77.78%	27	77.78%

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
Safety								
A) Concerns about student safety are taken seriously.	103	86.41%	64	65.63%	27	85.19%	27	85.19%
B) Concerns about student safety are addressed in a timely manner at my school.	103	84.47%	63	58.73%	27	88.89%	27	88.89%
C) My school is a safe place for all students.	101	82.18%	64	70.31%	27	77.78%	27	77.78%
D) My school is a safe place for all staff.					27	85.19%	27	85.19%
E) Students know what staff member to go to if they have a safety concern.	103	89.32%	62	75.81%	27	85.19%	27	85.19%
F) Students know school safety protocols.	103	82.52%	63	84.13%	27	88.89%	27	88.89%
G) I feel safe sharing different viewpoints and perspectives at my school.	102	81.37%	63	60.32%	27	81.48%	27	81.48%

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
Sense of Belonging								
A) School staff respects student diversity.	103	88.35%	64	76.56%	27	88.89%	27	88.89%
B) Adults at my school treat students respectfully.	103	94.17%	64	75.00%	27	92.59%	27	92.59%
C) Students are respectful to each other at school.	102	68.63%	64	34.38%	27	74.07%	27	74.07%
D) Students have opportunities to socialize with other students often at school.	103	96.12%	62	67.74%	27	96.30%	27	96.30%
E) Students have an adult on campus they trust.	102	88.24%	63	82.54%	27	100.00%	27	100.00%
F) Students trust other students at school.	102	82.35%	64	79.69%	27	77.78%	27	77.78%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	101	75.25%	63	69.84%	27	66.67%	27	66.67%
H) School staff reflects student diversity.	101	76.24%	64	53.13%	26	30.77%	26	30.77%

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
Academic Progress								
A) Families and students understand how assignments and tests are graded.	104	86.54%	63	76.19%	27	74.07%	27	74.07%
B) Questions and concerns about schoolwork are addressed.	104	92.31%	63	80.95%	27	88.89%	27	88.89%
C) Student grades reflect their knowledge of the material.	104	89.42%	63	79.37%	27	81.48%	27	81.48%
D) Adults at my school believe all students can be successful.	104	93.27%	63	71.43%	27	96.30%	27	96.30%
E) Students feel comfortable and unjudged to ask their teacher for help.	104	90.38%	62	75.81%	27	100.00%	27	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	103	95.15%	62	82.26%	26	92.31%	26	92.31%
G) Teachers at my school go out of their way to help all students.	103	90.29%	63	68.25%	27	96.30%	27	96.30%
H) Students receive timely and regular feedback on their learning.	103	90.29%	63	77.78%	27	96.30%	27	96.30%
I) Staff at my school provides resources or ideas that help families support their students at home.	104	88.46%			27	92.59%	27	92.59%

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
High Expectations								
A) Students are challenged academically at school.	102	74.51%	64	60.94%	27	85.19%	27	85.19%
B) School recognizes and celebrates the academic success of all students.	101	86.14%	64	78.13%	27	88.89%	27	88.89%
C) Adults on campus motivate students to do their best.	101	83.17%	63	79.37%	26	96.15%	26	96.15%
D) School provides additional academic support when students are struggling.	103	82.52%	64	73.44%	26	100.00%	26	100.00%

Student Engagement

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	104	82.69%	64	79.69%	27	88.89%		
B) Students have access to classes and activities that meet their interests and talents.	103	79.61%	64	75.00%	27	70.37%		
C) Students understand how to complete their schoolwork.	104	80.77%	64	81.25%	27	77.78%		
D) Students complete assignments on time.	103	83.50%	64	59.38%	27	62.96%		
E) Students are motivated to do their schoolwork.	103	83.50%	64	64.06%	27	77.78%		

College and Career Readiness

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	92	46.74%	63	71.43%	26	30.77%		
B) Students and families know what classes they will have to take and pass to graduate from high school.	93	54.84%	61	49.18%	26	26.92%		
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	90	47.78%	64	57.81%	26	42.31%		
D) School offers college and career programs.	86	30.23%	64	23.44%	26	19.23%		
E) Students participate in programs to learn about different jobs, careers, and colleges.	86	30.23%	64	42.19%	26	23.08%		
F) Students are prepared for the next step of their educational experience.	89	60.67%	63	71.43%	27	66.67%		
G) Staff are optimistic about the future of their career in San Juan Unified.					27	74.07%		
H) There are equitable opportunities for advancement in the district.					26	69.23%		

Customer Satisfaction

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	102	83.33%	64	78.13%	27	81.48%		
B) San Juan Unified School District is a district that I would recommend to other families.	102	78.43%	64	75.00%	27	85.19%		

Mariposa Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

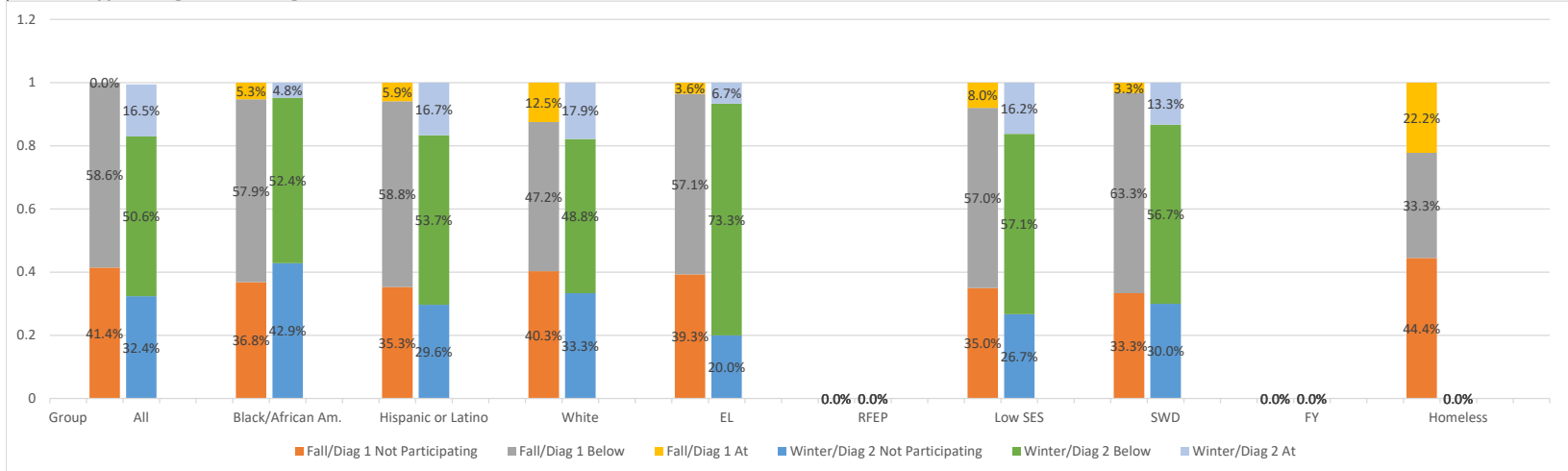
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	176	58	82	14	57	89	29			
Black/African Am.	21	7	11	1	9	11	1			
Hispanic or Latino	54	18	30	3	16	29	9			
White	84	29	34	9	28	41	15			
EL	30	11	16	1	6	22	2			
RFEP	0	0	0	0	0	0	0			
Low SES	105	35	57	8	28	60	17			
SWD	30	10	19	1	9	17	4			
FY	1	0	1	0	0	1	0			
Homeless	9	4	3	2	2	5	2			

Mariposa Avenue 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	176	37.7%	53.2%	9.1%	32.4%	50.6%	16.5%			
Black/African Am.	21	36.8%	57.9%	5.3%	42.9%	52.4%	4.8%			
Hispanic or Latino	54	35.3%	58.8%	5.9%	29.6%	53.7%	16.7%			
White	84	40.3%	47.2%	12.5%	33.3%	48.8%	17.9%			
EL	30	39.3%	57.1%	3.6%	20.0%	73.3%	6.7%			
RFEP	0									
Low SES	105	35.0%	57.0%	8.0%	26.7%	57.1%	16.2%			
SWD	30	33.3%	63.3%	3.3%	30.0%	56.7%	13.3%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	9	44.4%	33.3%	22.2%	22.2%	55.6%	22.2%			

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

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



Mariposa Avenue 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	60	48	0	1	44	14	2			
1	57	2	47	4	6	41	10			
2	58	8	35	9	7	34	17			

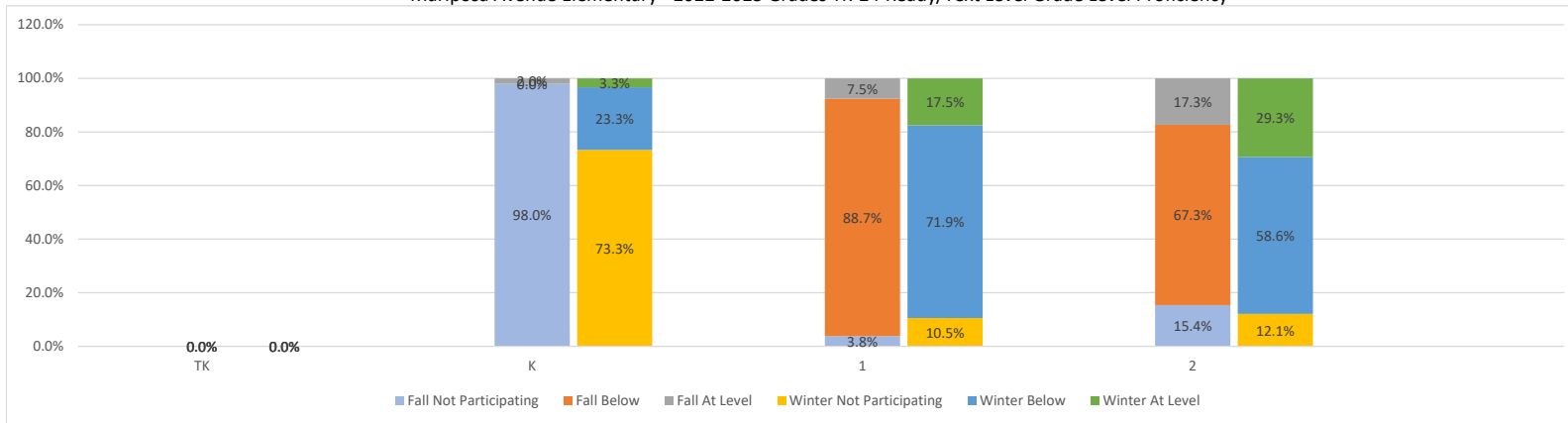
Mariposa Avenue Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

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	60	98.0%	0.0%	2.0%	73.3%	23.3%	3.3%			
1	57	3.8%	88.7%	7.5%	10.5%	71.9%	17.5%			
2	58	15.4%	67.3%	17.3%	12.1%	58.6%	29.3%			

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

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

Mariposa Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Mariposa Avenue Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

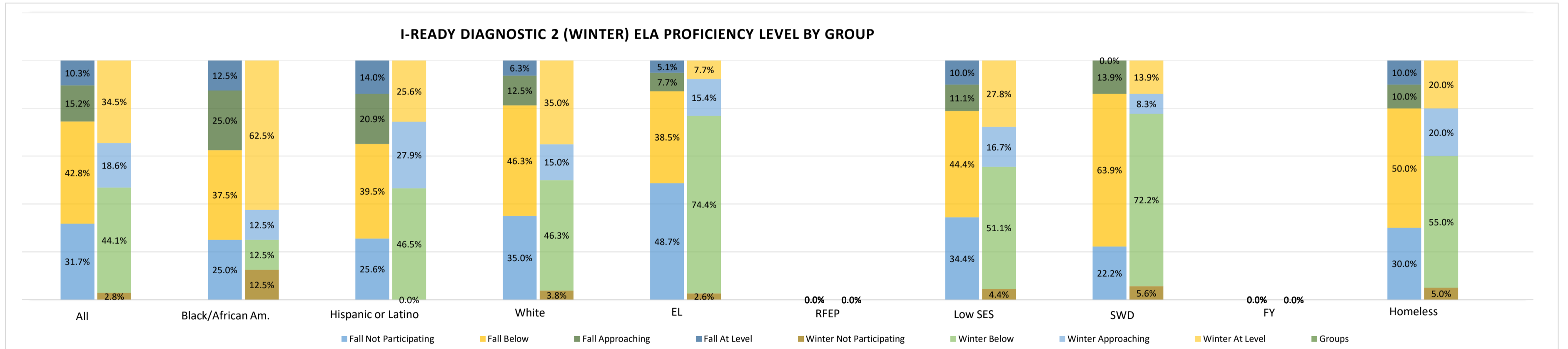
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	145	46	62	22	15	4	64	27	50				
Black/African Am.	8	2	3	2	1	1	1	1	5				
Hispanic or Latino	43	11	17	9	6	0	20	12	11				
White	80	28	37	10	5	3	37	12	28				
EL	39	19	15	3	2	1	29	6	3				
RFEP	5	1	0	1	3	0	1	0	4				
Low SES	90	31	40	10	9	4	46	15	25				
SWD	36	8	23	5	0	2	26	3	5				
FY	0	0	0	0	0	0	0	0	0				
Homeless	20	6	10	2	2	1	11	4	4				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-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	145	31.7%	42.8%	15.2%	10.3%	2.8%	44.1%	18.6%	34.5%				
Black/African Am.	8	25.0%	37.5%	25.0%	12.5%	12.5%	12.5%	12.5%	62.5%				
Hispanic or Latino	43	25.6%	39.5%	20.9%	14.0%	0.0%	46.5%	27.9%	25.6%				
White	80	35.0%	46.3%	12.5%	6.3%	3.8%	46.3%	15.0%	35.0%				
EL	39	48.7%	38.5%	7.7%	5.1%	2.6%	74.4%	15.4%	7.7%				
RFEP	5	20.0%	0.0%	20.0%	60.0%	0.0%	20.0%	0.0%	80.0%				
Low SES	90	34.4%	44.4%	11.1%	10.0%	4.4%	51.1%	16.7%	27.8%				
SWD	36	22.2%	63.9%	13.9%	0.0%	5.6%	72.2%	8.3%	13.9%				
FY	0												
Homeless	20	30.0%	50.0%	10.0%	10.0%	5.0%	55.0%	20.0%	20.0%				

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



Mariposa Avenue Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

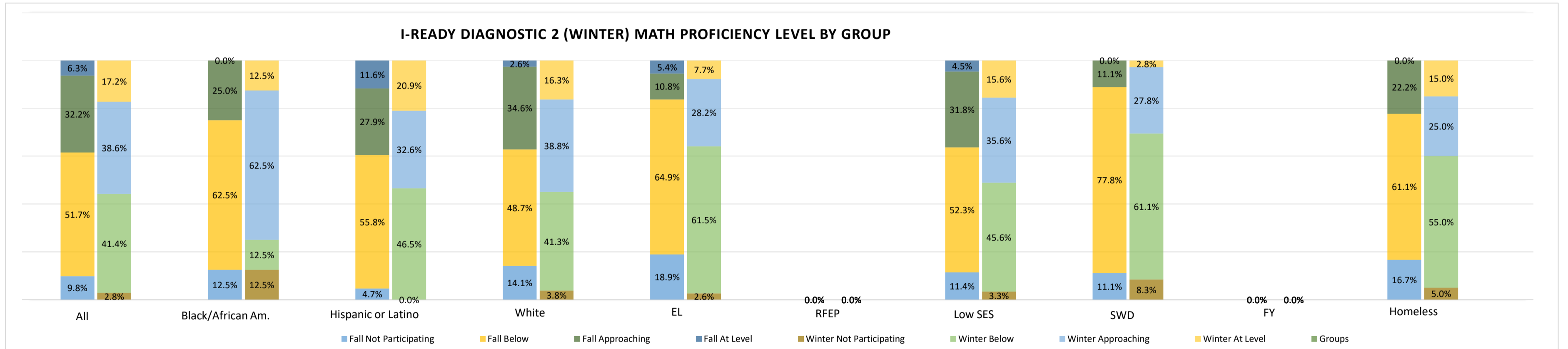
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	145	14	74	46	9	4	60	56	25				
Black/African Am.	8	1	5	2	0	1	1	5	1				
Hispanic or Latino	43	2	24	12	5	0	20	14	9				
White	80	11	38	27	2	3	33	31	13				
EL	39	7	24	4	2	1	24	11	3				
RFEP	5	0	1	3	1	0	1	2	2				
Low SES	90	10	46	28	4	3	41	32	14				
SWD	36	4	28	4	0	3	22	10	1				
FY	0	0	0	0	0	0	0	0	0				
Homeless	20	3	11	4	0	1	11	5	3				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-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	145	9.8%	51.7%	32.2%	6.3%	2.8%	41.4%	38.6%	17.2%				
Black/African Am.	8	12.5%	62.5%	25.0%	0.0%	12.5%	12.5%	62.5%	12.5%				
Hispanic or Latino	43	4.7%	55.8%	27.9%	11.6%	0.0%	46.5%	32.6%	20.9%				
White	80	14.1%	48.7%	34.6%	2.6%	3.8%	41.3%	38.8%	16.3%				
EL	39	18.9%	64.9%	10.8%	5.4%	2.6%	61.5%	28.2%	7.7%				
RFEP	5	0.0%	20.0%	60.0%	20.0%	0.0%	20.0%	40.0%	40.0%				
Low SES	90	11.4%	52.3%	31.8%	4.5%	3.3%	45.6%	35.6%	15.6%				
SWD	36	11.1%	77.8%	11.1%	0.0%	8.3%	61.1%	27.8%	2.8%				
FY	0												
Homeless	20	16.7%	61.1%	22.2%	0.0%	5.0%	55.0%	25.0%	15.0%				

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



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?

School Climate Survey of our parents, students and staff for the year. SAEBRS Screener of our students.

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

Our Sense of Belonging and School Safety with our students increased this year. We implemented Classroom Meetings that Matter Program and also added a School Community Intervention Assistant. We utilized our additional Rec Aid time to provide structured time for classes to work on partnerships, team work and collaboration through learning games students can play at recess. We also had an additional year of the Second Step Curriculum. We continued our PBIS Program and added student participation in our PBIS Assemblies.

Our Caring Relationships decreased this year with our students. We did not implement a student council this year.

Our Caring Relationships, Sense of Belonging and School Safety with families all decreased this year. We did not utilize our School Community Resource Assistance before and after school to work with our families in an impactful way.

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

We will be making Second Step a systemically implemented program through out every classroom and will expand the vocabulary of this program school wide. We will be moving our PBIS meetings from a committee structure after school to whole school meetings monthly to reflect on SWIS data and open the feedback loop on processes and procedures of the program and how it is landing with our students.

We are adding additional hours to our School/Community Intervention Assistant's days to provide support for our families before and after school.

2022-23

Identified Need

Data collected show that there is still a need for a focus on connected school communities.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Spring 2022-23 School Survey - Overall rating of questions in the Family Engagement section. Percent strongly agree/agree.

We found that in the 2022-23 school year, 87.2% of parent respondents strongly agree/agree overall that they felt connected to the school. This decreased and we did not meet our expected outcome.

In the 2023-2024 school year, we anticipate our overall indicator in Family Engagement will increase by 5% to 92.2%.

Spring 2022-23 School Survey - Overall rating of questions in the staff school decision making section. Percent strongly agree/agree.

We found that in the 2022-2023 school year, overall 81.48% of staff respondents strongly agreed/agreed that they were included in school decision making. This

In the 2023-2024 school year, we anticipate our overall indicator in School Decision Making by staff respondents to increase by 5% to 85.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	increased by 6.5% meeting our expected outcome.	
Spring 2022-23 School Survey - Overall rating of questions in the student school culture/sense of belonging section. Percent strongly agree/agree.	We found that in the 2022-2023 school year, overall 67.3% of student respondents strongly agreed/agreed that our School Culture/Sense of belonging is positive and inclusive. This increased by 3% falling short of our 5% increase expected outcome.	In the 2023-2024 school year, we anticipate our student overall indicator in School Culture/Sense of belonging to increase by 5% to 72.3%.

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	Host family and community engagement activities through family nights; such as, Family Cultural Fair, family community resource fair, parent nights to share information in regards to our school programs and community supports.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement None Specified	1,196	School Year 2023-24

1.2	Connect and communicate with families to ensure student academic success in person, through email, phone calls, written notices, school website, social media, newsletters, and technology audio/visual presentations, translations, translators, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 3000-3999: Employee Benefits Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	357 143 1,500	School Year 2023-24
1.3	Provide childcare and light refreshments to parents attending school-sponsored events related to academic achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2023-24
1.4	Build and maintain a	X All Students English Learners	Staff	Title I Part A Parent	1,033	School Year 2023-24

	Family Resource Center where materials to support academic achievement, attendance, participation, and English Language Acquisition are available and supported through activities and trainings for families.	Low-Income Students Foster Youth Other		Involvement 4000-4999: Books And Supplies		
1.5	Purchase a copy machine contract and laminator supplies with 20% Title I Site funds, 20% Parent Involvement Funds, and 20% LCFF Site Supplemental funds in order to provide materials to families about safety, English language acquisition,	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	434 434 434	School Year 2023-24

	<p>academic achievement and intervention, attendance, parent participation, and family engagement.</p>			<p>4000-4999: Books And Supplies</p>		
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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

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 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?

Suspension and Attendance Rate Data and School Culture and Climate Survey for the year. SAEBRS Screener for Students data.

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

Chronic attendance decreased overall due to an ease of covid protocols. Suspension rates increased due to increased academic demands and lack of systematic implementation of our Second Step Program, Tier 1 PBIS implementation and systematic approach for our Tier 2 and 3 SEL support systems.

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

We have added additional hours to our Attendance Clerk and School Community Intervention Assistant. We have added additional hours also to our School Coucelro. We are modifying our PBIS Tier 1, 2 and 3 support system to be systematically aligned as a school site.

2022-23

Identified Need

Healthy and welcoming school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by integrating social emotional learning.

Data such as suspension and attendance rate as well as school culture and climate surveys indicate that there is still a need to focus on healthy environments for social and emotional growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate	2.84 0% of students were suspended	Decrease the suspension rate to <2%
Attendance Rate and Chronic Absenteeism	91.46% attendance rate 43.9% chronic absenteeism	An increase in overall attendance by 5% to 96.0%. Decrease our Chronic Absenteeism rate by 5% to 38.9%.
School Culture and Climate Student Survey	69.3% of students feel that concerns about student safety are taken seriously. This surpassed our expected outcome of 5% increase. 67.3% of students have a Sense of Belonging. 71.2% of students feel that the school climate is positive, nurturing, and caring - Caring Relationships	An increase of 5.0% to 74% in the area of safety. An increase of 5.0% to 73.3% in the area of Sense of Belonging An increase of 5.0% to 76.2% in the area Caring Relationships.
School Culture and Climate Parent Survey	84.7% of parents feel that concerns about student safety are addressed in an appropriate and timely manner. This	An increase of 5.0% to 89.7% in the area of safety

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>surpassed our expected outcome of 5% increase. - Safety</p> <p>82% of parents have a favorable feedback on student engagement.</p> <p>83.7% of parents have a favorable feedback on sense of belonging at the school.</p> <p>86.6% of parents have a favorable feedback on Caring Relationships at the school.</p>	<p>An increase of 5.0% to 87% in the area of Student Engagement</p> <p>An increase of 5.0% to 85.7% in the area of Sense of Belonging.</p> <p>An increase of 5.0% to 91.6% in the area of Caring Relationships.</p>
School Culture and Climate Staff Survey	<p>84.6% of staff feel that concerns about student safety are addressed in an appropriate and timely manner - Safety</p> <p>92.6% of staff feel the school has a climate of caring.</p> <p>81.5% of staff feel the school has the materials, staff, programs, and supports needed to help all students do their best.</p>	<p>An increase of 5.0% to 89.6% in the area of safety.</p> <p>An increase of 5.0% to 97% in the area of school climate of caring.</p> <p>An increase of 5.0% to 86.5% in the meeting the needs of students to help do their best.</p>

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	Engage students in social emotional curriculum and experiences	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 5000-5999: Services	2500	School Year 2023-24

	such as Restorative Practices, Positive Behavior Intervention Systems (PBIS), Second Step, Strong Kids, and other programs through staff professional development, and student engagement in person, through print, materials, and on digital platforms and professional development.			And Other Operating Expenditures		
2.2	School/Community Intervention Assistant 1.0. Supports implementation of school wide attendance, intervention, safety and community engagement plans.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	23,698 10,551	School Year 2023-24

2.3	Provide measures of safety around campus including materials and supplies to enhance safety and Rec Aides to supervise students throughout the day.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	School Year 2023-24
2.4	Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall student achievement. Use translation and extra hours as needed.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2023-24
2.5	Substitute services for our ELD teacher and Special Education teachers to	All Students X English Learners Low-Income Students Foster Youth X Other Students with Disabilities		Title I Part A Site Allocation 1000-1999: Certificated	1,000	School Year 2023-24

	work with our School Community Resource Assistant to engage in planning on implementing supports for our EL and Students with Disabilities around improving attendance rate. Utilize our school's Community Room Resources in these supports.			Personnel Salaries		
2.6	Provide additional Rec Aide hours to increase positive student engagement during unstructured time	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services	5939 3412	School Year 2023-24

				(District Only) 2000-2999: Classified Personnel Salaries		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 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?

CAASPP Scores, i-Ready Scores and Text Level Scores three times this year and ongoing assessment in Text Levels and Early Literacy Assessments.

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

Adding an additional intervention teacher, a reading intervention block schedule, two teacher release data days to look at data and plan for interventions for our students not meeting grade levels standards. Academic progress was made due to reflection on each students' growth or lack of growth in reading. Students were provided intervention or qualified for Special Education due to the intense intervention we were able to provide during the year.

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

Alignment of intervention programs and strategies used across grade levels. Core standards identified to focus on based on assessments from the year. Alignment of our writing program.

**2022-23
Identified Need**

Data results for academics show a continual need to focus on engaging academic programs. Connected communities and personal relationships are foundational for learning. We will ensure that 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
2022 CAASPP Math Scores	<p>3-5 Grade Students 24% of all students met or exceeded grade level standards in Math 4% of English Language Learners were either At or Exceeding grade level standards. 11% students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards. 2% of students identified as Students with Disabilities were either At or Exceeding grade level standards.</p>	<p>An increase of 5% to 29% of all students meeting or exceeding grade level standards. An increase of 5% to 9% of English Language Learners were either At or Exceeding grade level standards. An increase of 5% to 16% students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards. An increase of 5% to 7% of students identified as Students with Disabilities were either At or Exceeding grade level standards.</p>
2022 CAASPP Language Scores	<p>3-5 Grade Students 26% of all students at or exceeded grade level standards 4% of English Language Learners were either At or Exceeding grade level standards.</p>	<p>An increase of 5% to 31% of all students meeting or exceeding grade level standards. An increase of 5% to 9% of English Language Learners at or exceeding grade level standards.</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	12% students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards. 7% of students identified as Students with Disabilities were either At or Exceeding grade level standards.	An increase of 5% to 17% students identified as McKinney-Vento (homeless, foster youth, in transitional housing) were either At or Exceeding grade level standards. An increase of 5% to 12% of students identified as Students with Disabilities were either At or Exceeding grade level standards.
21-22 iReady Math Winter Scores	17.2% of students in grades 3-5 who participated in Winter iReady Math Assessments were meeting or exceeding grade-level standards.	An increase of 5% to 22.2% of students meeting grade level proficiency.
21-22 iReady Reading Winter Scores	34.5% of students in grades 3-5 who participated in the Winter iReady Reading Assessments were meeting or exceeding grade-level standards.	An increase of 5% to 39.5% of 3-5 students meeting or exceeding grade level proficiency.
21-22 Kindergarten through Second Grade i-Ready/Text Level Reading Grade Level Proficiency	22.2% of all students reading on grade level text	An increase of 5% to 27.2% of all students reading on grade level

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	Provide students with technology based academic platforms to improve overall academic performance for students who are English Language Learners and those of a Low Socioeconomic Status who are working below grade-level standards.	All Students X English Learners X Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	12000	School Year 2023-24
3.2	Provide Reading and Math Intervention and assessment materials which are aligned to the common core standards to in order to provide supplemental core instruction to students who are low	All Students X English Learners X Low-Income Students Foster Youth Other	Adminstration and ELD Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6,000	School Year 2023-24

	income and English language learners working below grade level standards.					
3.3	Provide non-fiction and fiction books to support students of a Low Socioeconomic Status who are not meeting grade-level standards access to highly engaging relevant text.	All Students English Learners X Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2023-24
3.4	Purchase and maintain supplemental classroom supplies, materials, and resources focused on Math, ELD, GLAD, STEAM, and other academic programs and areas in order	All Students English Learners X Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	5,430 5,277.00	School Year 2023-24

	to continually support academic growth and maintain academic achievement for students who are performing below grade-level expectations.					
3.5	Substitute services for classroom teachers to engage in data analysis, peer observations, and professional learning focused on Math, ELA, ELD, and STEAM and other academic instruction interventions and supports with the intention of raising academic achievement.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	18,049 1,009	School Year 2023-24

3.6	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily with one 0.5 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	49,349	School Year 2023-24
3.7	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA) 0.5 FTE BIA.	All Students X English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	41,754	School Year 2023-24

3.8	Substitute services for classroom teachers to work with site Special Education Resource Teacher and with site ELD Teacher to engage in data analysis, peer observations and professional learning focused on academic instruction interventions and supports for our Students With Disabilities.	All Students X English Learners Low-Income Students Foster Youth X Other Students with Disabilities		Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,602.00	
3.9	Provide supplemental professional development, professional training materials, supports, and supplemental materials and supplies in order to	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5800: Professional/Consulting	5,000 10,000	School Year 2023-24

	increase overall academic achievement for students.			Services And Operating Expenditures		
3.10	Provide academic intervention for students who are performing below grade level.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	4,596 404	School Year 2023-24
3.11	Provide academic instructional support in the classroom to boost student academic achievement through one 0.4 FT Instructional Assistants.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	13,375 7,432	School Year 2023-24

3.12	Provide academic intervention throughout the school day to students who are performing below grade level through a 1.0 FTE Academic Interventionist	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	104,605 52,584	School Year 2023-24
3.13		All Students English Learners Low-Income Students Foster Youth Other				
3.14		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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?

School Culture and Climate survey this year.

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

Experiences for students in the area of STEAM. Students were more engaged and aware of future plans and outcomes beyond their time in elementary school and into high school.

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

Additional experiences outside of school in the area of STEAM to broaden their ideas of their plans beyond high school.

2022-23

Identified Need

Students need access to enrichment experiences that will allow them to learn about career pathways that are open to them.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-23 School Survey - College and Career -Students are interested in attending college, joining the military or entering the workforce after high school.	57.8 % of students responded they strongly agree/agree with this statement.	An increase of 5% to 62%
Winter 2022-23 School Survey - College and Career - Students participate in programs to learn about different jobs, careers and colleges.	42% of students responded they strongly agree/agree with this statement.	An increase of 5% to 47%.
Winter 2022-23 School Survey - Student Engagement - Students have access to classes and activities that meet their interests and talents.	75% of students responded they strongly agree/agree with this statement.	An increase of 5% to 80%

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 enrichment and engagement experiences with a goal of equitable exposure to a wide range of	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating	27,569	School Year 2023-24

	extracurricular experiences and activities, college and career pathways, and leadership opportunities both on campus and off campus.			Expenditures		
4.2	Purchase supplies and materials to create hands on learning experiences to build capacity around communicating reasoning and academic language.	All Students English Learners X Low-Income Students Foster Youth Other	Instructional Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	3000	School Year 2023-24

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	\$234,915.00
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	\$426,366.00

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 Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$91,103.00
LCFF Supplemental Site Allocation	\$41,280.00
Title I Part A Parent Involvement	\$3,163.00
Title I Part A Site Allocation	\$287,408.00

Subtotal of state or local funds included for this school: \$426,366.00

Total of federal, state, and/or local funds for this school: \$426,366.00

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	41,280	0.00
LCFF Supplemental English Learner Central	91,103	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00
Title I Part A Site Allocation	287,408	0.00
Title I Part A Parent Involvement	3,163	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	91,103.00
LCFF Supplemental Site Allocation	41,280.00
Title I Part A Parent Involvement	3,163.00
Title I Part A Site Allocation	287,408.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,277.00
1000-1999: Certificated Personnel Salaries	130,852.00
2000-2999: Classified Personnel Salaries	137,884.00
3000-3999: Employee Benefits	72,123.00
4000-4999: Books And Supplies	25,465.00
5000-5999: Services And Other Operating Expenditures	43,569.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
None Specified	1,196.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	91,103.00
	LCFF Supplemental Site Allocation	5,277.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,939.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,564.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	14,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	357.00
3000-3999: Employee Benefits	Title I Part A Parent Involvement	143.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,467.00
None Specified	Title I Part A Parent Involvement	1,196.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	130,852.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	37,073.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	71,980.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	8,434.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	29,069.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,031.00
Goal 2	48,300.00
Goal 3	341,466.00
Goal 4	30,569.00

School Site Council Membership

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

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

Name of Members	Role
Kristin Finney	Principal
Katherine Reece	Classroom Teacher
Araya Tatsch	Classroom Teacher
Laura Brady	Classroom Teacher
Sheena Halseth	Other School Staff
Neelam Poudyal	Parent or Community Member
Ruth Fox	Parent or Community Member
Desiree Apgar	Parent or Community Member
Niyia Mays	Parent or Community Member
Jane Putnam	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

On file

English Learner Advisory Committee

Other:

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 9th, 2023.

Attested:

Kristin Finney

Principal, Kristin Finney on June 9, 2023

Sheena Halseth

SSC Chairperson, Sheena Halseth on June 9, 2023