



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mary Deterding Elementary School	34-67447-6034508	May 9, 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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes.

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional

outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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. Mary Deterding Elementary School met the criteria for the following student group:

Black or African Americans

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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 for 2022-23 shows:

iReady Data from 2nd trimester (ELA):

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

70% of 4th grade students are at or above grade level.

68% of 5th grade students are at or above grade level.

48% of 6th grade students are at or above grade level (\*RL class drops off after 5th grade- accounts for drop in scores).

24% of EL students are at or above grade level.

52% of low SES students are at or above grade level.

iReady Data from 2nd trimester (math):

61% of 3rd grade students are at or above grade level.

67% of 4th grade students are at or above grade level.

65% of 5th grade students are at or above grade level.

46% of 6th grade students are at or above grade level (\*RL class drops off after 5th grade- accounts for drop in scores).

17% of EL students are at or above grade level.

41% of low SES students are at or above grade level.

Text Level Data from 2nd trimester:

61% of K-2 students were either At or Exceeding grade level standards.

30% of K-2 English Language Learners were either At or Exceeding grade level standards.

46% of K-2 students identified as Low Income were either At or Exceeding grade level standards.

Winter Survey Data 2023

Caring Relationships:

96.88% parents (increase of 1%), 77.2% students (decreased by 4%) and 100% of staff (no change)

Engagement:

87.5% of parents (2% increase), 61.85% of students (15% increase) and 91.3% of staff (7% decrease)

High Expectations:

87.5% of parents (6% increase), 71.2% of students (5% decrease) and 100% of staff (no change)

School Safety:

87.5% of parents (6% decrease), 77.82% of students (9% decrease) and 95.65% of staff (4% decrease)

Attendance:

Fall through 3/30/23:

92.7% overall attendance rate which is a slight decrease from last year at 93.1%

6.36% of absences are Covid

93.64 is our attendance rate without Covid

97.37% ELL attendance rate  
94.85% Low SES attendance rate  
7% of our student population identifies as African American with a 91.3% attendance rate.  
20% of our overall population is Chronically Absent with 40% of our African American students Chronically Absent.

Suspension Rate (both Home and In-Class):  
Fall through 4/27/2023:  
0.31% overall suspension rate  
0% ELL suspension rate  
.81% Low SES suspension rate (one student with repeated suspensions)

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners. Also, students in our Low SES and African American groups struggled with attendance during Covid with high exposure and positive rates. The percentage of African American students who are Chronically Absent is disproportionate to the school as a whole.

## Root Cause Analysis

What did your root causes analysis reveal?

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

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.

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 and more specifically, for our African American students who have a high rate of Chronic Absenteeism. The pandemic has forced our low income families to relocate and unfortunately, quite a few families have lost their jobs. 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 families the hardest.  
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 and our students with disabilities.

We are currently reviewing ways to improve our behavior systems and way to increase student engagement.

## 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.

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

Through the Comprehensive Needs Assessment process, the purpose of this plan is to address students with chronic absenteeism, specifically focusing on the African American students who miss a lot of school. Known reasons for missing school are lack of transportation and frequent moving of households. The resources include, but are not limited to:

1. Providing prizes and incentives for student attendance and engagement.
2. Providing incentives and rewards through positive behaviors to promote engagement.
3. Providing digital materials or platforms to support instruction.
4. Providing hands on materials for students to use from home.

## 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 2023-24 School Plan for Student Achievement (SPSA) was developed in collaboration with staff, parents and leadership.

We conducted an End of the Year Survey with the teachers and staff to review the SPSA goals and tactics in April 2022. The Site Leadership Team (SLT) looked over the results from the staff. SSC met to review all of the data from various sources. The English Learner Advisory Committee met three times and data was shared during that time. At all meetings, stakeholders were pleased with the proficiency and growth of students as well as the data for our EL students. Our main focus of discussion was around math and the small amount of growth that we have seen the last three years. We would like to see a bigger increase in the math scores and we talked about what needed to be done to accomplish that (differentiated instruction, RTI, creating essential standards, etc.).

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

## Resource Inequities

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

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

Through the Comprehensive Needs Assessment process, the purpose of this plan is to address students with chronic absenteeism, specifically focusing on the African American students who miss a lot of school. Known reasons for missing school are lack of transportation and frequent moving of households. The resources include, but are not limited to:

1. Providing prizes and incentives for student attendance and engagement.

2. Providing incentives and rewards through positive behaviors to promote engagement.
3. Providing digital materials or platforms to support instruction.
4. Providing hands on materials for students to use from home.



# 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	0.2%	0.32%	0.33%	1	2	2
African American	3.1%	3.97%	4.58%	19	25	28
Asian	10.7%	10.17%	10.29%	65	64	63
Filipino	0.3%	0.32%	0.65%	2	2	4
Hispanic/Latino	19.1%	19.24%	19.12%	116	121	117
Pacific Islander	%	0.16%	0%		1	0
White	55.5%	54.05%	53.1%	336	340	325
Multiple/No Response	10.4%	11.76%	11.93%	63	74	73
Total Enrollment				606	629	612

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	68	53
Grade 1	73	75	79
Grade 2	97	100	106
Grade3	93	102	104
Grade 4	107	99	96
Grade 5	111	111	98
Grade 6	47	74	76
Total Enrollment	606	629	612

# 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	70	102	106	11.60%	16.2%	17.3%
Fluent English Proficient (FEP)	60	63	65	9.90%	10.0%	10.6%
Reclassified Fluent English Proficient (RFEP)	6			8.6%		

Mary Deterding Elementary - 2022-2023 Grades TK-2 I-Ready/Text Level Grade Level Proficiency

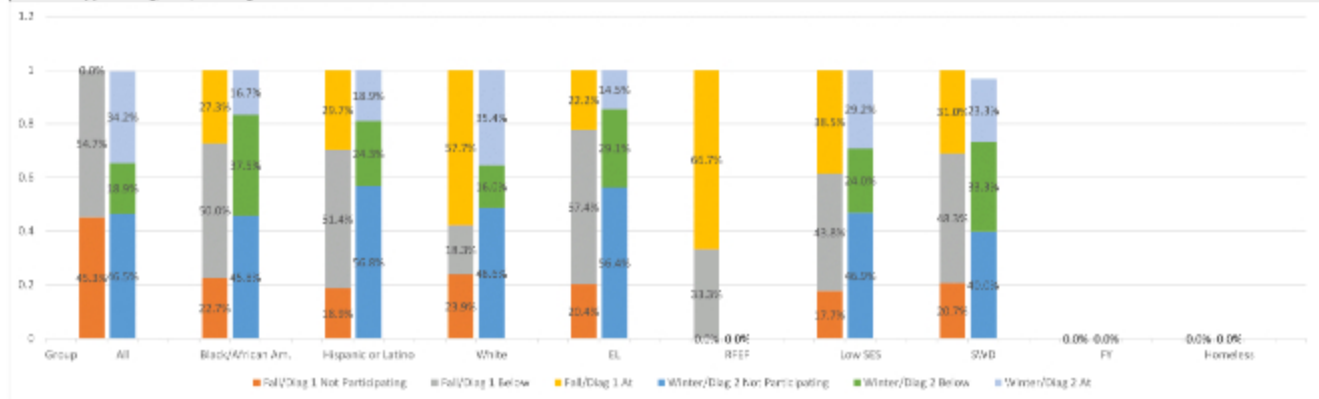
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	242	53	64	0	113	46	83			
Black/African Am.	24	5	11	6	11	9	4			
Hispanic or Latino	37	7	19	11	21	9	7			
White	144	34	26	82	70	23	51			
EL	55	11	31	12	31	16	8			
RFP	7	0	2	4	0	2	4			
Low SES	96	17	42	37	45	23	28			
SWD	30	6	14	9	12	10	7			
FY	0	0	0	0	0	0	0			
Homeless	5	0	4	0	1	3	0			

Mary Deterding 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	243	45.3%	54.7%	0.0%	46.5%	18.9%	34.2%			
Black/African Am.	24	22.7%	50.0%	27.3%	45.8%	37.5%	16.7%			
Hispanic or Latino	37	18.9%	51.4%	29.7%	56.8%	24.3%	18.9%			
White	144	23.9%	18.3%	57.7%	48.6%	16.0%	35.4%			
EL	55	20.4%	57.4%	22.2%	56.4%	29.1%	14.5%			
RFP	7	0.0%	33.3%	66.7%	0.0%	28.6%	57.1%			
Low SES	96	17.7%	43.8%	38.5%	46.9%	24.0%	29.2%			
SWD	30	20.7%	48.3%	31.0%	40.0%	33.3%	23.3%			
FY	0									
Homeless	5	0.0%	100.0%	0.0%	20.0%	60.0%	0.0%			

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

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

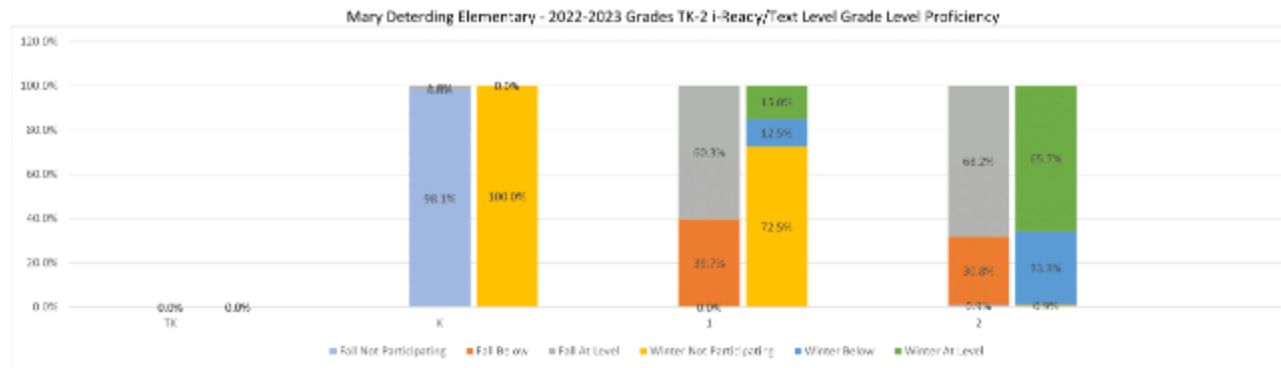


Mary Deterding Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency										
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	54	52	0	1	54	0	0			
1	80	0	31	47	58	10	12			
2	108	1	33	73	1	36	71			

Mary Deterding Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage										
Group		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	54	98.1%	0.0%	1.9%	100.0%	0.0%	0.0%			
1	80	0.0%	39.7%	60.3%	72.5%	12.5%	15.0%			
2	108	0.9%	30.8%	68.2%	0.9%	33.3%	65.7%			

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

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



Mary Deterding Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

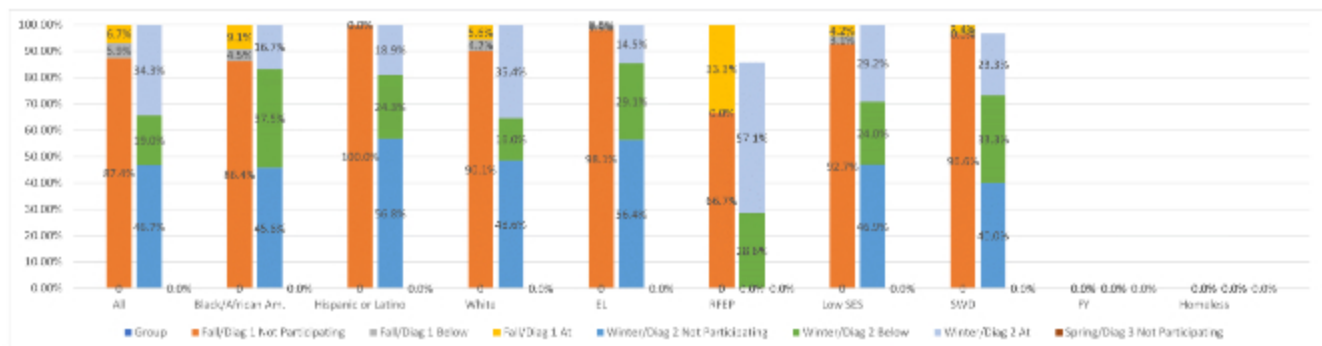
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	242	208	14	16	205	20	17			
Black/African Am.	24	19	1	2	21	1	2			
Hispanic or Latino	37	37	0	0	37	0	0			
White	144	128	6	8	124	11	9			
EL	55	53	1	0	52	3	0			
RFP	7	4	0	2	4	0	2			
Low SES	96	89	3	4	86	5	5			
SWD	30	28	0	1	27	1	1			
FY	0	0	0	0	0	0	0			
Homeless	5	4	0	0	4	0	0			

Mary Deterding 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	243	87.4%	5.9%	6.7%	84.4%	8.2%	7.0%			
Black/African Am.	24	96.4%	4.5%	9.1%	87.5%	4.2%	8.3%			
Hispanic or Latino	37	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
White	144	90.1%	4.2%	5.6%	86.1%	7.6%	6.3%			
EL	55	98.1%	1.9%	0.0%	94.5%	5.5%	0.0%			
RFP	7	66.7%	0.0%	33.3%	57.1%	0.0%	28.6%			
Low SES	96	92.7%	3.1%	4.2%	89.6%	5.2%	5.2%			
SWD	30	96.6%	0.0%	3.4%	90.0%	3.3%	3.3%			
FY	0									
Homeless	5	100.0%	0.0%	0.0%	80.0%	0.0%	0.0%			

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

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

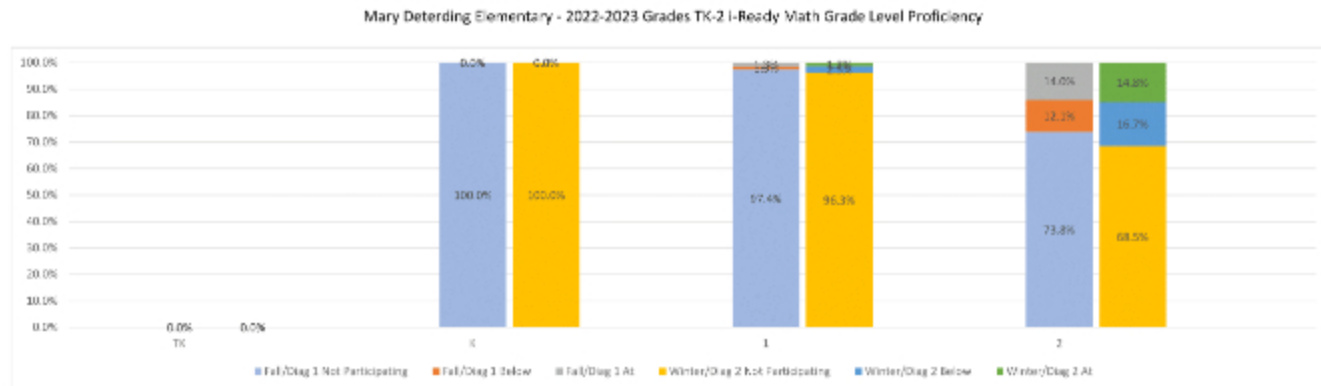


Mary Deterding Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency											
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3			
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At	
TK	0	0	0	0	0	0	0	0	0	0	
K	54	53	0	0	54	0	0				
1	80	76	1	1	77	2	1				
2	108	79	13	15	74	18	15				

Mary Deterding Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage											
Group		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	54	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
1	80	97.4%	1.3%	1.3%	96.3%	2.5%	1.3%				
2	108	73.8%	12.1%	14.1%	68.5%	16.7%	14.8%				

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

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



**Conclusions based on this data:**

1. In ELA Reading, 61% of students in grades 3-6 met or exceeded growth targets.  
In ELA Reading, 65% of students in grades 3-6 were at or exceeding standards.

In Math, 51% of students in grades 3-6 met or exceeded growth targets.  
In Math, 48% of students in grades 3-6 were at or exceeding standards.

Based on this data, we know that math is still an area of struggle and ELA is a strength.



Spring 2023

## District Climate Survey Results by School

Mary Deterding

	Pet Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff			
		N	Pct	N	Pct	N	Pct
<b>Caring Relationships</b>							
A) School has a climate that is caring.		32	96.88%	250	77.20%	23	100.00%
B) There are students and staff on campus who listen to students when they have something to say.		32	96.88%	248	66.13%	23	100.00%
C) There is an adult from the school who checks on how students are doing.		32	93.75%	247	55.87%	23	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		32	87.50%	245	84.08%	23	78.26%
E) Staff feels supported to do their job well in meeting the needs of all students.						23	86.96%
F) Staff feels part of an effective team.						23	91.30%
<b>Family and Staff Engagement</b>							
	Pet Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff			
		N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		32	100.00%			23	95.65%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		32	96.88%			23	95.65%
C) The school offers families opportunities to be involved in school and classroom activities.		32	96.88%			23	100.00%
D) The school keeps families well-informed about school activities.		32	96.88%			23	100.00%
E) The staff at our school listens to family concerns about issues.		32	93.75%			23	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.		32	100.00%			23	100.00%
G) The school and families are partners in promoting positive behavior for my student.		32	100.00%			23	100.00%
H) Families who speak a language other than English receive general information about our school in their home language.		30	93.33%			23	95.65%
I) Staff receive information about upcoming events and important information about the school.						23	100.00%
<b>School Decision Making</b>							
	Pet Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff			
		N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.		31	83.87%	247	49.39%	23	95.65%
B) Important school decisions reflect diverse input.		31	74.19%	244	50.00%	23	95.65%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		32	93.75%			23	95.65%
D) The principal and staff listen to concerns of other staff members about issues.						23	95.65%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						23	95.65%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						23	91.30%
G) Our school uses data from this survey to inform site decision making.						23	95.65%
H) Staff voice matters in decision making.						23	91.30%
<b>Safety</b>							
	Pet Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff			
		N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.		32	96.88%	247	78.14%	23	95.65%
B) Concerns about student safety are addressed in a timely manner at my school.		32	100.00%	242	72.31%	23	95.65%
C) My school is a safe place for all students.		32	87.50%	248	77.82%	23	95.65%
D) My school is a safe place for all staff.						23	91.30%
E) Students know what staff member to go to if they have a safety concern.		32	96.88%	246	73.98%	23	95.65%
F) Students know school safety protocols.		31	83.87%	248	87.50%	23	86.96%
G) I feel safe sharing different viewpoints and perspectives at my school.		32	87.50%	245	60.82%	23	91.30%
<b>Sense of Belonging</b>							
	Pet Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff			
		N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.		32	93.75%	248	82.20%	23	100.00%
B) Adults at my school treat students respectfully.		32	96.88%	250	78.80%	23	100.00%
C) Students are respectful to each other at school.		32	84.38%	248	35.08%	23	82.61%
D) Students have opportunities to socialize with other students often at school.		31	93.55%	250	79.20%	23	95.65%
E) Students have an adult on campus they trust.		31	96.77%	250	75.20%	23	95.65%
F) Students trust other students at school.		31	90.32%	246	88.21%	23	86.96%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		30	76.67%	248	60.88%	23	95.65%
H) School staff reflects student diversity.		31	54.84%	246	57.72%	23	47.83%
<b>Academic Progress</b>							
	Pet Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff			
		N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.		32	90.63%	250	81.20%	23	78.26%
B) Questions and concerns about schoolwork are addressed.		32	100.00%	249	77.51%	23	100.00%
C) Student grades reflect their knowledge of the material.		32	93.75%	247	73.68%	23	100.00%
D) Adults at my school believe all students can be successful.		32	96.88%	247	79.76%	23	100.00%
E) Students feel comfortable and unjudged to ask their teacher for help.		31	77.42%	249	60.24%	23	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		32	96.88%	247	83.00%	23	100.00%
G) Teachers at my school go out of their way to help all students.		32	90.63%	246	69.11%	23	100.00%
H) Students receive timely and regular feedback on their learning.		32	100.00%	249	76.31%	23	95.65%
I) Staff at my school provides resources or ideas that help families support their students at home.		31	87.10%			23	95.65%
<b>High Expectations</b>							
	Pet Strongly Agree/Agree	Parent	Student (gr. 4-12)	Staff			
		N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.		32	87.50%	250	71.20%	23	100.00%
B) School recognizes and celebrates the academic success of all students.		31	93.55%	249	65.46%	23	100.00%
C) Adults on campus motivate students to do their best.		30	83.33%	246	66.26%	23	100.00%
D) School provides additional academic support when students are struggling.		31	77.42%	248	61.69%	23	95.65%

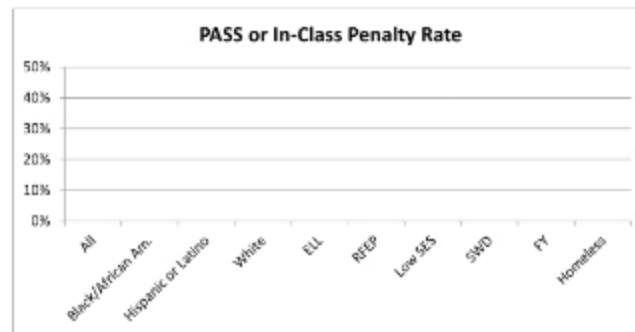
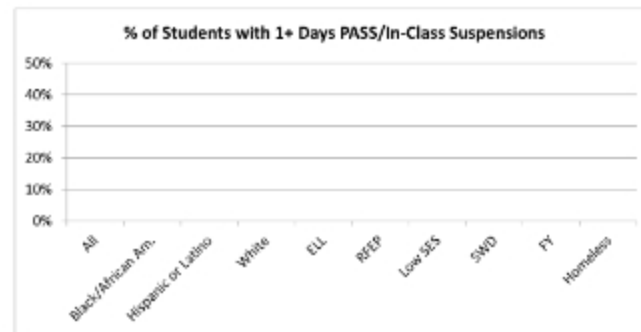
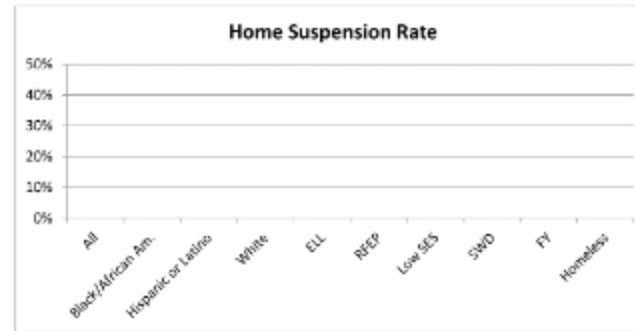
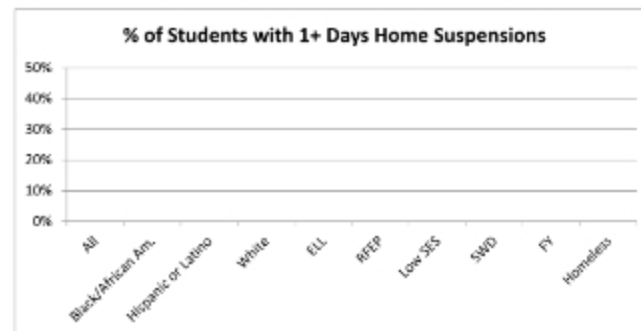


	<i>Per Strongly Agree/Agree</i>		<b>Parent</b>		<b>Student (gr. 4-12)</b>		<b>Staff</b>	
<b>Student Engagement</b>			<b>N</b>	<b>Pct</b>	<b>N</b>	<b>Pct</b>	<b>N</b>	<b>Pct</b>
A) Students are interested in what they are learning.			32	87.50%	249	61.85%	23	91.30%
B) Students have access to classes and activities that meet their interests and talents.			31	90.32%	248	63.31%	23	100.00%
C) Students understand how to complete their schoolwork.			32	90.63%	249	77.91%	23	91.30%
D) Students complete assignments on time.			32	84.38%	248	60.08%	23	82.61%
E) Students are motivated to do their schoolwork.			32	75.00%	249	60.24%	23	82.61%
	<i>Per Strongly Agree/Agree</i>		<b>Parent</b>		<b>Student (gr. 4-12)</b>		<b>Staff</b>	
<b>College and Career Readiness</b>			<b>N</b>	<b>Pct</b>	<b>N</b>	<b>Pct</b>	<b>N</b>	<b>Pct</b>
A) Students are encouraged to take the required courses needed to be prepared for college and career.			27	55.56%	248	61.69%	21	52.38%
B) Students and families know what classes they will have to take and pass to graduate from high school.			28	50.00%	248	41.94%	21	33.33%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.			28	60.71%	246	56.50%	21	61.90%
D) School offers college and career programs.			27	25.93%	247	12.55%	21	23.81%
E) Students participate in programs to learn about different jobs, careers, and colleges.			27	37.04%	247	17.00%	21	28.57%
F) Students are prepared for the next step of their educational experience.			26	73.08%	246	60.57%	21	71.43%
G) Staff are optimistic about the future of their career in San Juan Unified.							21	76.19%
H) There are equitable opportunities for advancement in the district.							21	57.14%
	<i>Per Strongly Agree/Agree</i>		<b>Parent</b>		<b>Student (gr. 4-12)</b>		<b>Staff</b>	
<b>Customer Satisfaction</b>			<b>N</b>	<b>Pct</b>	<b>N</b>	<b>Pct</b>	<b>N</b>	<b>Pct</b>
A) I would recommend my school to other families.			32	93.75%	249	73.89%	23	100.00%
B) San Juan Unified School District is a district that I would recommend to other families.			32	78.13%	249	71.08%	23	100.00%

### Mary Deterding 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	628	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Black/African Am.	47	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	121	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	363	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	109	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	50	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	238	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
SWD	78	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	15	-	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.

Mary Deterding Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

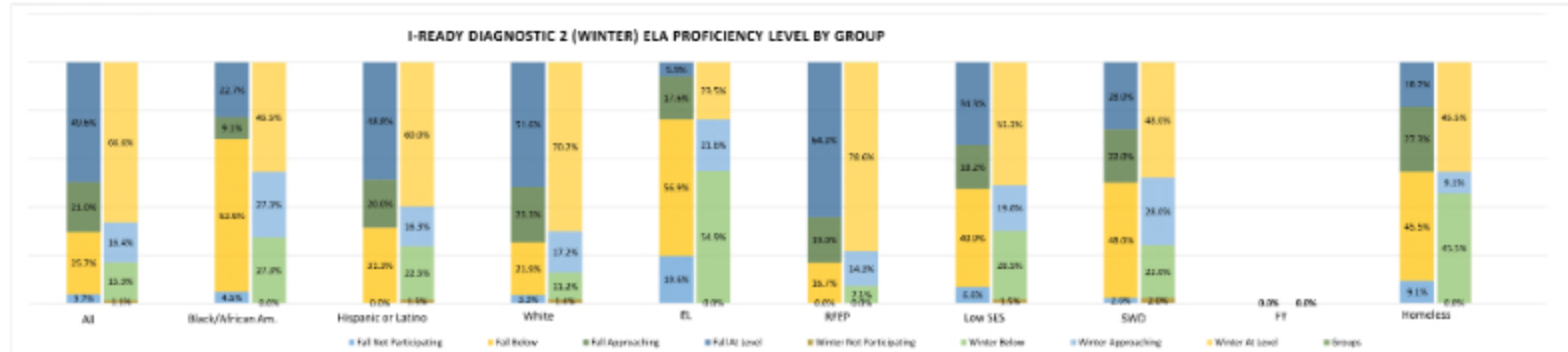
Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	377	34	97	29	187	4	60	62	251				
Black/African Am.	22	1	14	2	5	0	6	6	10				
Hispanic or Latino	80	0	25	16	39	1	18	13	48				
White	215	7	47	50	111	3	24	37	151				
EL	51	20	29	9	3	0	28	11	12				
FFEP	42	0	7	8	27	0	3	6	33				
Low SES	127	9	56	25	47	2	38	26	79				
SWD	50	1	24	11	14	1	11	14	24				
FY	1	0	0	0	1	0	0	0	1				
Homeless	11	1	5	3	2	0	5	1	5				

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	377	3.7%	25.7%	7.7%	49.6%	1.1%	15.9%	16.4%	66.6%				
Black/African Am.	22	4.5%	63.6%	9.1%	22.7%	0.0%	27.3%	27.3%	45.5%				
Hispanic or Latino	80	0.0%	31.3%	20.0%	48.8%	1.3%	22.5%	16.3%	60.0%				
White	215	3.3%	21.9%	23.3%	51.6%	1.4%	11.2%	17.2%	70.2%				
EL	51	39.6%	56.9%	17.6%	5.9%	0.0%	54.9%	21.6%	18.5%				
FFEP	42	0.0%	16.7%	19.0%	64.3%	0.0%	7.1%	14.3%	78.6%				
Low SES	127	7.1%	43.3%	19.7%	30.0%	1.6%	29.9%	20.4%	48.1%				
SWD	50	2.0%	48.0%	22.0%	28.0%	2.0%	22.0%	28.0%	48.0%				
FY	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%				
Homeless	11	9.1%	45.5%	27.3%	18.2%	0.0%	45.5%	9.1%	45.5%				

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



Mary Deterding Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

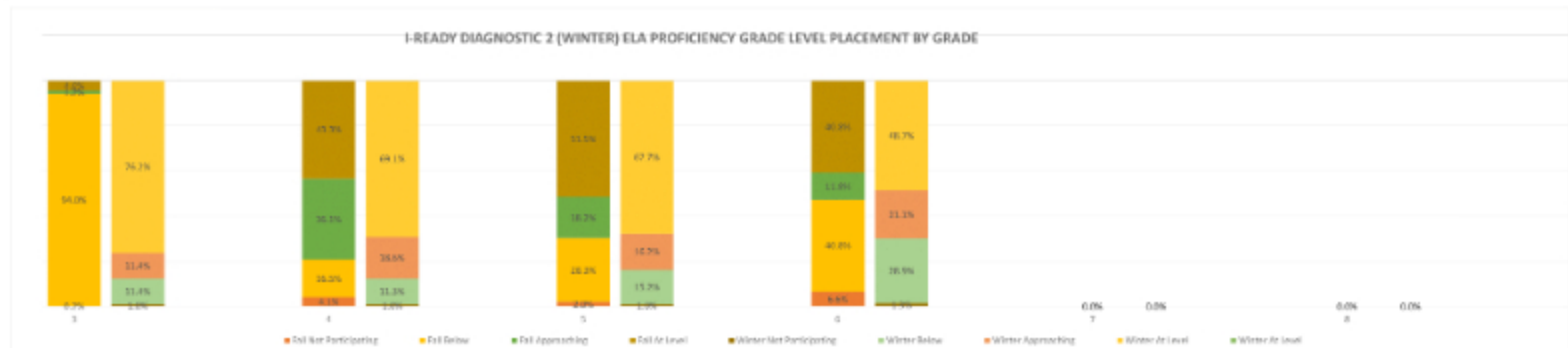
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	105	3	22	17	63	1	12	12	80				
4	97	4	18	35	42	1	11	18	67				
5	99	2	28	18	51	1	15	16	67				
6	76	5	31	9	31	1	22	16	37				
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	105	2.9%	21.0%	16.2%	60.0%	1.0%	11.4%	11.4%	76.2%				
4	97	4.1%	18.5%	36.1%	43.3%	1.0%	11.3%	18.6%	69.1%				
5	99	2.0%	28.3%	18.2%	51.5%	1.0%	15.2%	16.2%	67.7%				
6	76	6.6%	40.8%	11.8%	40.8%	1.3%	28.9%	21.1%	48.7%				
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



Mary Deterding Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

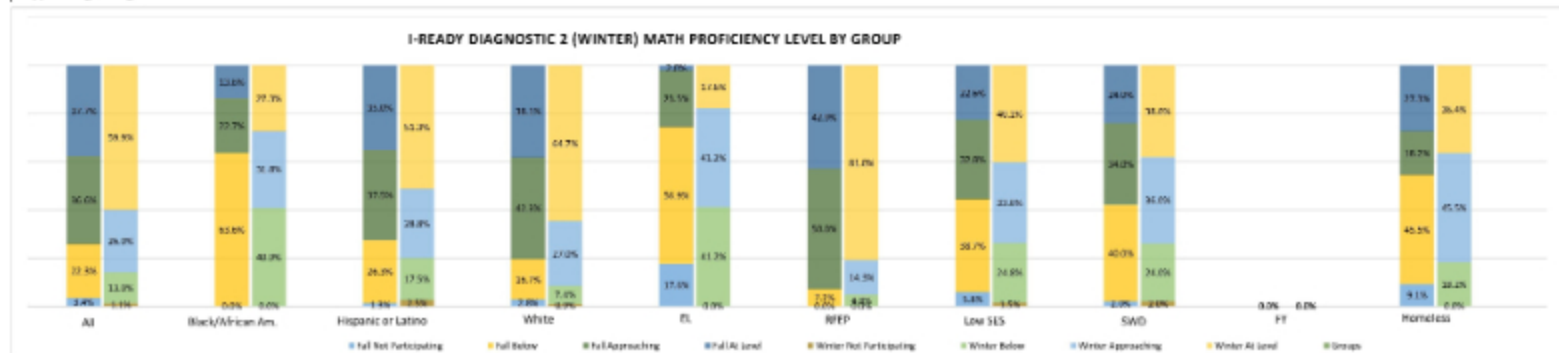
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	377	13	84	138	142	4	49	98	226				
Black/African Am.	22	0	14	5	3	0	9	7	6				
Hispanic or Latino	80	1	21	30	28	2	34	23	41				
White	215	6	36	91	82	2	36	58	139				
EL	51	9	29	12	1	0	21	21	9				
RRP	42	0	3	21	18	0	2	6	34				
Low SES	127	8	54	45	31	2	34	46	55				
SWD	50	1	29	17	12	1	32	18	19				
FY	1	0	0	0	1	0	0	0	1				
Homeless	11	1	5	2	3	0	2	5	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	377	3.4%	22.3%	36.6%	37.7%	1.1%	13.0%	26.0%	59.9%				
Black/African Am.	22	0.0%	63.6%	22.7%	13.6%	0.0%	40.9%	31.8%	27.3%				
Hispanic or Latino	80	1.3%	26.3%	37.5%	35.0%	2.5%	17.5%	28.8%	51.2%				
White	215	2.8%	16.7%	42.4%	38.1%	0.9%	7.4%	27.0%	64.7%				
EL	51	17.6%	56.9%	23.5%	2.0%	0.0%	41.2%	41.2%	17.8%				
RRP	42	0.0%	7.1%	50.0%	42.9%	0.0%	4.8%	14.3%	81.0%				
Low SES	127	5.8%	38.7%	37.8%	27.6%	1.6%	24.8%	33.8%	40.1%				
SWD	50	2.0%	40.0%	34.0%	24.0%	2.0%	24.0%	36.0%	38.0%				
FY	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%				
Homeless	11	9.1%	45.5%	18.2%	27.3%	0.0%	18.2%	45.5%	36.4%				

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



Mary Deterding Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

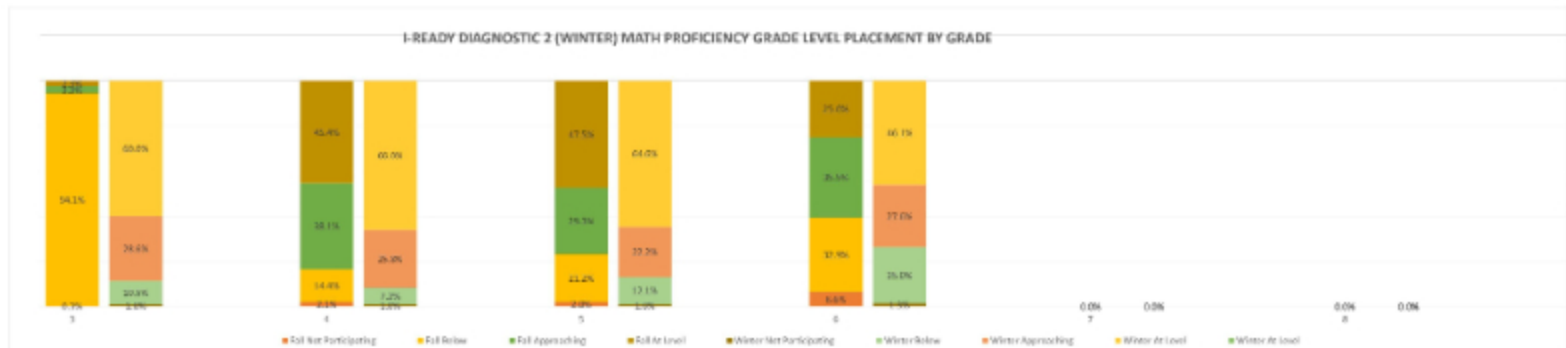
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	105	4	24	45	32	1	11	30	63				
4	97	2	14	37	44	1	7	25	64				
5	99	2	21	29	47	1	12	22	64				
6	76	5	25	27	39	1	19	21	35				
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	105	3.8%	22.9%	42.9%	30.5%	1.0%	10.5%	28.6%	60.0%				
4	97	2.1%	14.4%	38.1%	45.4%	1.0%	7.2%	25.8%	66.0%				
5	99	2.0%	21.2%	29.3%	47.5%	1.0%	12.1%	22.2%	64.6%				
6	76	6.6%	32.9%	35.5%	25.0%	1.3%	25.0%	27.6%	46.1%				
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



**Conclusions based on this data:****1. Conclusions based on this Text Level data:**

We found that 65% of all students in grades K-2 were at or above grade level proficiency.

We found that 61% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that 43% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, we see that our overall and Low SES populations had similar proficiency rates. Our ELL students are making growth, but at a slower rate. There were a number of students who needed additional supports in kinder and not all supports were in place until later in the year which meant there was less time for teachers to be doing guided reading instruction with students.

# 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?

Winter Survey Data 2022-23

Caring Relationships:

96.88% parents (increase of 1%), 77.2% students (decreased by 4%)) and 100% of staff (no change)

Engagement:

87.5% of parents (2% increase), 61.85% of students (15% increase) and 91.3% of staff (7% decrease)

High Expectations:

87.5% of parents (6% increase), 71.2% of students (5% decrease) and 100% of staff (no change)



#### School Safety:

87.5% of parents (6% decrease), 77.82% of students (9% decrease) and 95.65% of staff (4% decrease)

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

Only 6% of parents took the survey. 95% of students in grades 5 and 6 took the survey, but the comments from students did not align with the ratings. The comments were very positive, while some of the ratings were neutral or lower than normal. We had more resources through ELO funds to meet the academic and social/emotional needs of students. However, we still feel that students need more support with anger management and conflict resolution.

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

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

### 2022-23

#### Identified Need

##### Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-23 School Survey - Overall rating of questions in the High Expectations/Caring Relationships section. Percent strongly agree/agree.	96.88% parents (increase of 1%), 77.2% students (decreased by 4%) and 100% of staff (no change)	We expect the parent percentage to increase by 1% and the student percentage to increase by 10%.
Winter 2022-23 School Survey - Overall rating of questions in the Meaningful Participation section. Percent strongly agree/agree.	87.5% of parents (2% increase), 61.85% of students (15% increase) and 91.3% of staff (7% decrease)	We expect the parent percentage to increase by 6% and the student percentage to increase by 12%.

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Continue community events such as the Harvest Festival, Art Festival, and performances to engage parents in our school community.	X All Students English Learners Low-Income Students Foster Youth Other	All staff and PTO		0	School Year 2023-24
1.2	Increase outreach to families and students who are EL to attend ELAC meetings.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher and Principal		0	School Year 2023-24
1.3	Continue with SEL learning in the classrooms and through MTSS supports.	X All Students English Learners Low-Income Students Foster Youth Other	MTSS and teachers.		0	School Year 2023-24
1.4	After school enrichment classes to support student interest and encourage participation in school.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	4760	School Year 2023-24

1.5		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

## Annual Review

### SPSA Year Reviewed: 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?

Winter Survey Data 2022-23

Caring Relationships:

96.88% parents (increase of 1%), 77.2% students (decreased by 4%)) and 100% of staff (no change)

Engagement:

87.5% of parents (2% increase), 61.85% of students (15% increase) and 91.3% of staff (7% decrease)

High Expectations:

87.5% of parents (6% increase), 71.2% of students (5% decrease) and 100% of staff (no change)

#### School Safety:

87.5% of parents (6% decrease), 77.82% of students (9% decrease) and 95.65% of staff (4% decrease)

#### Attendance/Chronic Absenteeism:

All: 23.7%

Low SES: 30.9%

African American: 38.3%

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

Only 6% of parents took the survey. 95% of students in grades 5 and 6 took the survey, but the comments from students did not align with the ratings. The comments were very positive, while some of the ratings were neutral or lower than normal. We had more resources through ELO funds to meet the academic and social/emotional needs of students. However, we still feel that students need more support with anger management and conflict resolution.

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

Addition of more SEL.

### 2022-23

#### Identified Need

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

#### Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent, Staff, and Student Surveys	Winter Survey Data 2022-23  Caring Relationships: 96.88% parents (increase of 1%), 77.2% students (decreased by 4%)) and 100% of staff (no change)	Winter Survey Data  Caring Relationships Staff:100 Parent:95 Student:95

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>Engagement: 87.5% of parents (2% increase), 61.85% of students (15% increase) and 91.3% of staff (7% decrease)</p> <p>High Expectations: 87.5% of parents (6% increase), 71.2% of students (5% decrease) and 100% of staff (no change)</p> <p>School Safety: 87.5% of parents (6% decrease), 77.82% of students (9% decrease) and 95.65% of staff (4% decrease)</p>	<p>Engagement Staff:100 Parent:90 Student:90</p> <p>High Expectations Staff:100 Parent:95 Student:95</p> <p>Safety Staff:100 Parent:90 Student:92</p>
Attendance Rate	All: 92.7% Low SES: 90.9% African American 95.6%	All: increase 2.3% to 95% Low SES: Increase 4.1% to 95% African American: Increase .04% to 96%
Chronic Absenteeism	All: 23.7% Low SES: 30.9% African American: 38.3%	All: Decrease 13.7% to 10% Low SES: Decrease 15.9% to 15% African American: Decrease by 13.3% to 25%
Suspensions	All: .3% Low SES:1.8% African American: 1.8%	All: maintain Low SES: reduce African American: reduce

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Purchase books for staff for book studies around equity. Two rounds of book studies per year. Teachers can choose from 5 books.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	0	School Year 2023-24
2.2	Safe School Ambassadors to improve conflict resolution.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Teacher Leads	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2023-24
2.3	Implement House system to improve SEL and school climate. Supplies purchased for students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Teacher Leads	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3500	School Year 2023-24
2.4	Implement House system-	X All Students English Learners Low-Income Students	Principal/Teacher Leads	LCFF Supplemental Site Allocation	6000	School Year 2023-24

	Certificated personnel.	Foster Youth Other		tal Site Allocation 1000-1999: Certificated Personnel Salaries		
2.5	Support African American/Black families with attendance-specific chronic absenteeism by checking in frequently to offer help and incentives to get to school and referring for community resources.	All Students English Learners Low-Income Students Foster Youth X Other African American/Black	Principal/Teachers/Office Staff			School Year 2023-24
2.6	Continue to use diverse books in the library and classrooms and highlight them throughout the year in order for kids to see their cultures and lives	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Staff/ICT			School Year 2023-24



	reflected in literature so they can relate to what they are reading.					
2.7	Continue with incentives for attendance: monthly dog tags for perfect attendance, Dolphin for winning class each week per grade level, popcorn party for winning attendance class for the school per trimester.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Secretary		0	School Year 2023-24
2.8	Utilize the MTSS staff to support the needs of students not identified as special ed, but who are struggling academically and socially.	X All Students English Learners Low-Income Students Foster Youth Other	Principal			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

Engaging Academic Programs

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

## Annual Review

### SPSA Year Reviewed: 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 Data from 2nd trimester (ELA):

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

70% of 4th grade students are at or above grade level.

68% of 5th grade students are at or above grade level.

48% of 6th grade students are at or above grade level (\*RL class drops off after 5th grade- accounts for drop in scores).

24% of EL students are at or above grade level.

52% of low SES students are at or above grade level.

iReady Data from 2nd trimester (math):

61% of 3rd grade students are at or above grade level.

67% of 4th grade students are at or above grade level.

65% of 5th grade students are at or above grade level.  
46% of 6th grade students are at or above grade level (\*RL class drops off after 5th grade- accounts for drop in scores).  
17% of EL students are at or above grade level.  
41% of low SES students are at or above grade level.

Text Level Data from 2nd trimester:

61% of K-2 students were either At or Exceeding grade level standards.  
30% of K-2 English Language Learners were either At or Exceeding grade level standards.  
46% of K-2 students identified as Low Income were either At or Exceeding grade level standards.

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

Based on the previous year's data, we made growth in ELA and math, but the math growth was not significant. Though we have made growth in math over the past three years, the data shows that we need to make strategic changes to produce increased results.

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

Specifically, more work with math standards and understanding the framework and creating Essential Standards for each grade level should help illuminate areas in math for growth.

**2022-23**

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady Math and ELA Tests Text Level Data	iReady Data from 2nd trimester (ELA): 77% of 3rd grade students are at or above grade level. 70% of 4th grade students are at or above grade level.	iReady Data from 2nd trimester (ELA): 80% of 3rd grade students are at or above grade level. 75% of 4th grade students are at or above grade level.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>68% of 5th grade students are at or above grade level.  48% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).  24% of EL students are at or above grade level.  52% of low SES students are at or above grade level.</p> <p>iReady Data from 2nd trimester (math):  61% of 3rd grade students are at or above grade level.  67% of 4th grade students are at or above grade level.  65% of 5th grade students are at or above grade level.  46% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).  17% of EL students are at or above grade level.  41% of low SES students are at or above grade level.</p> <p>Text Level Data from 2nd trimester:  61% of K-2 students were either At or Exceeding grade level standards.  30% of K-2 English Language Learners were either At or Exceeding grade level standards.  46% of K-2 students identified as Low Income were either At or Exceeding grade level standards.</p>	<p>75% of 5th grade students are at or above grade level.  75% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).  30% of EL students are at or above grade level.  70% of low SES students are at or above grade level.</p> <p>iReady Data from 2nd trimester (math):  75% of 3rd grade students are at or above grade level.  75% of 4th grade students are at or above grade level.  75% of 5th grade students are at or above grade level.  75% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).  30% of EL students are at or above grade level.  70% of low SES students are at or above grade level.</p> <p>Text Level Data from 2nd trimester:  70% of K-2 students were either At or Exceeding grade level standards.  50% of K-2 English Language Learners were either At or Exceeding grade level standards.  70% of K-2 students identified as Low Income were either At or Exceeding grade level standards.</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
3.1	Purchase technology to support Google Classroom and online intervention support.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		School Year 2023-24
3.2	Purchase materials and supplies to support learning in the classroom (i.e. pens, pencils, paper, etc.).	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		School Year 2023-24
3.3	Intervention teacher to serve students K-6 during the school day.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	12000	School Year 2023-24

3.4	Support the K-2 training by purchasing reading materials as needed. Utilize support staff to organize and set up classroom libraries and book room.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		School Year 2023-24
3.5	Bilingual instructional assistant	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	18,131	School Year 2023-24
3.6	Attend Professional Development for PLC's (PLC training). Conference for Response to Intervention.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	15000	School Year 2023-24

3.7	Dolphin Academy tutoring after school. Three week sessions, seven sessions per year, to increase and support student achievement.	All Students X English Learners X Low-Income Students X Foster Youth Other	Staff		0	School Year 2023-24
3.8	Purchase Reading A-Z to support the goal of increasing reading levels and fostering the love of reading in students grades K-2.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1700	School Year 2023-24
3.9	Purchase Accelerated Reader to support the goal of increasing reading levels	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting	6000	School Year 2023-24

	and fostering the love of reading in students grades 3-6.			Services And Operating Expenditures		
3.10	Purchase Starfall for Kinder students to support learning in reading and math as an extension of the teaching.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	300	School Year 2023-24
3.11	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	134,789	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?

Winter Survey Data 2022-23

Caring Relationships:

96.88% parents (increase of 1%), 77.2% students (decreased by 4%)) and 100% of staff (no change)

Engagement:

87.5% of parents (2% increase), 61.85% of students (15% increase) and 91.3% of staff (7% decrease)

High Expectations:

87.5% of parents (6% increase), 71.2% of students (5% decrease) and 100% of staff (no change)

#### School Safety:

87.5% of parents (6% decrease), 77.82% of students (9% decrease) and 95.65% of staff (4% decrease)

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

Less than 10% of parents took the survey. 95% of students in grades 5 and 6 took the survey, but the comments from students did not align with the ratings. The comments were very positive, while some of the ratings were neutral or lower than normal. We had more resources through ELO funds to meet the academic and social/emotional needs of students. However, we still feel that students need more support with anger management and conflict resolution.

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

Addition of more SEL.

### 2022-23

#### Identified Need

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-23 School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree.	Percent strongly agree/agree Parents:52.1% Students:41%	Percent strongly agree/agree Parents:60% Students:60%
Winter 2022-23 School Survey- Engagement overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents * Students are motivated/engaged in what they are learning	Engagement: 87.5% of parents (2% increase) 61.85% of students (15% increase) 91.3% of staff (7% decrease)	Percent strongly agree/agree Parents:90% Students:80% Staff:100%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Support the school mission of learning through the arts by providing music instruction for all students. Studies show that music increases brain activity and specifically supports reading comprehension and memory.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		School Year 2023-24
4.2	Increase dialogue between students and teachers around what	X All Students English Learners Low-Income Students Foster Youth Other	Principal		0	School Year 2023-24

	students want to learn and what environment they find best for learning.					
4.3	Continue College Fridays intermittently to increase awareness about careers and colleges.	X All Students English Learners Low-Income Students Foster Youth Other	Principal		0	School Year 2023-24
4.4	Increase assemblies for both academic and social emotional learning.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher Lead			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

SCHOOL GOAL #1:					
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)			
		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)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>SCHOOL GOAL #2:</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)			
		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)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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)			
		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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<b>SCHOOL GOAL #4:</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)			
		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)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$202,680.00

## 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 (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental English Learner Central	\$152,920.00
LCFF Supplemental Site Allocation	\$49,760.00

Subtotal of state or local funds included for this school: \$202,680.00

Total of federal, state, and/or local funds for this school: \$202,680.00

# 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	49,760	0.00
LCFF Supplemental English Learner Central	152,920.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental English Learner Central	152,920.00
LCFF Supplemental Site Allocation	49,760.00

## Expenditures by Budget Reference

Budget Reference	Amount
	4,760.00
1000-1999: Certificated Personnel Salaries	152,789.00
2000-2999: Classified Personnel Salaries	18,131.00
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	134,789.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	18,131.00



	LCFF Supplemental Site Allocation	4,760.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	18,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,760.00
Goal 2	10,000.00
Goal 3	187,920.00
Goal 4	0.00

# School Site Council Membership

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

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

Name of Members	Role
Kristen Miller	Classroom Teacher Parent or Community Member
Gretchen Johnson	Classroom Teacher Parent or Community Member
Maria Gibbons	Classroom Teacher
Jennifer Palmer	Other School Staff
Melanie Allen	Principal
Chris Martin	Parent or Community Member
William Phillips	Parent or Community Member
Laura Maddox	Parent or Community Member
Gaby Solano	Parent or Community Member
Anfal Abu-Jarad	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**



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 5/09/23.

Attested:



Principal, Melanie Allen on 5/09/23



SSC Chairperson, Laura Maddox on 5/09/23

# 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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Mary Deterding Elementary School

### Funding Source:

**\$0.00 Allocated**

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

### Funding Source: LCFF Supplemental English Learner Central

**\$152,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD	1000-1999: Certificated Personnel Salaries	\$134,789.00	Engaging Academic Programs	



## Mary Deterding Elementary School

Bilingual instructional assistant	2000-2999: Classified Personnel Salaries	\$18,131.00	Engaging Academic Programs
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LCFF Supplemental English Learner Central Total Expenditures:	\$152,920.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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### Funding Source: LCFF Supplemental Site Allocation **\$49,760.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Attend Professional Development for PLC's (PLC training). Conference for Response to Intervention.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Engaging Academic Programs	
Purchase Reading A-Z to support the goal of increasing reading levels and fostering the love of reading in students grades K-2.	5800: Professional/Consulting Services And Operating Expenditures	\$1,700.00	Engaging Academic Programs	
Purchase Accelerated Reader to support the goal of increasing reading levels and fostering the love of reading in students grades 3-6.	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Engaging Academic Programs	
Purchase Starfall for Kinder students to support learning in reading and math as an extension of the teaching.	5800: Professional/Consulting Services And Operating Expenditures	\$300.00	Engaging Academic Programs	
Intervention teacher to serve students K-6 during the school day.	1000-1999: Certificated Personnel Salaries	\$12,000.00	Engaging Academic Programs	
After school enrichment classes to support student interest and encourage participation in school.		\$4,760.00	Connected School Communities	
Purchase books for staff for book studies around equity. Two rounds of book studies per year. Teachers can choose from 5 books.		\$0.00	Healthy Environments for Social-Emotional Growth	

## Mary Deterding Elementary School

Safe School Ambassadors to improve conflict resolution.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
Implement House system to improve SEL and school climate. Supplies purchased for students.	4000-4999: Books And Supplies	\$3,500.00	Healthy Environments for Social-Emotional Growth
Implement House system- Certificated personnel.	1000-1999: Certificated Personnel Salaries	\$6,000.00	Healthy Environments for Social-Emotional Growth

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LCFF Supplemental Site Allocation Total Expenditures: \$49,760.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mary Deterding Elementary School Total Expenditures: \$202,680.00