School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mariemont Elementary School	34-67447-6034706	May 23,2023	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
>
> The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of, student outcomes.

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

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

Goal 1: Connected School Communities
Goal 2: Healthy Environments for Socio-Emotional Growth
Goal 3: Engaging Academic Programs
Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

The 2023-2024 SPSA will be focused on mitigating gaps in learning and social/emotional supports, which utilizes data from the following sources: 2022 CAASPP, surveys, classroom assessments, educational partner input, iReady diagnostic assessment, text level data, SAEBRS (teacher and student), and social worker data.

iReady diagnostic results, text-level data, classroom assessments, and SAEBRS (student and teacher) were used during whole staff discussions around learning gaps and social/emotional needs. Root causes for areas of concern were identified for student groups and areas for growth. The need for more support in basic math skills for all students and supports for our increasing EL population resonated with all groups.

Educational Partner Input: Students, parents, and staff were given a survey where they gave input on how the year has been going. Additionally, conversations with all groups were completed throughout the year to get input on student academic and social/emotional needs.

Spring 2022 CAASPP ELA State testing data showed that overall 68.97% of 3rd-5th grade students met/exceeded grade-level standards. Our subgroup data showed that 43.55% of Low SES students, 51.06% of Hispanic students, 75.78% of white students, and 41.18% of special education students met/exceeded grade-level standards.

Spring 2022 CAASPP Math State testing data showed that overall 63.95% of 3rd-5th grade students met/exceeded grade-level standards. Our subgroup data showed that 40.32% of Low SES students, 55.32% of Hispanic students, 68.52% of white students, and 34.29% of special education students met/exceeded grade-level standards.

California School Dashboard data for 2022 indicates that for the area of ELA, ALL students are performing high, White students are performing very high, Low SES and Hispanic students are performing medium, and Students with Disabilities subgroups are performing very low.
California School Dashboard data for 2022 indicates that for the area of Math, ALL and White students are performing high, Hispanic are performing medium, and Low SES, and Students with Disabilities are performing low.
California School Dashboard data for 2022 indicates that for the area of Suspensions, ALL and Low SES students have low suspension rates, Hispanics, Students with Disabilities, and students with Two or More Races have very low suspension rates, and White students have medium suspension rates.
California School Dashboard data for 2022 indicates that for the area of Chronic Absenteeism, Hispanics, Low SES, and Students with Disabilities have a very high chronic absentee rate, and Two or More Races and White students have a high chronic absenteeism rate.

Current data for Winter 2023 shows:

iReady Reading Diagnostic Assessment
67% of all students in grades 3-5 scored on or above grade level
49% of all Low SES students in grades 3-5 scored on or above grade level

iReady Math Diagnostic Assessment
63% of all students in grades 1-5 scored on or above grade level
41% of all Low SES students in grades 1-5 scored on or above grade level

Text Level Data (March 2023)
72.4% of all students in grades K-2 are at or above grade-level proficiency
56.5% of all Low SES students in grades K-2 are at or above grade level proficiency
20.8% of all ELL students in grades K-2 are at or above grade-level proficiency

Spring Parent/Student/Staff 2023 Survey Results:

Caring Relationships:
Parent/Student: There is an adult from the school who checks on how students are doing 79.40% / 58.44%
Student/Staff: The school has a climate that is caring 71.43% / 79.31%

Sense of Belonging:
Parent/Student/Staff: Students are respectful at school 78.89% / 41.45% / 72.41%
Student: Students have an adult on campus they trust 82.3%

Safety:
Parent/Student/Staff: I feel safe sharing different viewpoints and perspectives at my school 79% / 57.24% / 55.17%
Student: Concerns about student safety are taken seriously 77.78%
Student: Students know what staff member to go to if they have a safety concern 64.67%

School Decision-Making:
Parent: School seeks input when making important decisions 75.88%
Parent/Staff: Important school decisions reflect diverse input 71.5% / 58.62%

Attendance:
The attendance rate for all students in grades K-5 (May 2023) is 93.66%
The attendance rate for chronically absent all 23.8%, Low SES 35.2%, ELL 27.5%

Student Behavior:
Home Suspensions .33%
In-Class Suspensions 0%

2021-2022 ELPAC Data
Overall - Level 4 0%, Level 3 47%, Level 2 24%, Level 1 29%
Oral - Level 4 24%, Level 3 29%, Level 2 24%, Level 1 24%
Written - Level 4 0%, Level 3 18%, Level 2 29%, Level 1 53%

Based on the above data, the staff recognizes that Low SES and English Learners continue to be negatively impacted at a greater percentage than non-Low SES and English-speaking students. In addition, students across the board need access to academic and social/emotional support throughout the school day. We have made growth, however, we need to continue to provide behavior and academic interventions, social worker services, and other direct support to students, families, and staff. We will utilize the cycle of inquiry to determine student needs and create intervention plans to target needs and deliver appropriate and effective instruction and intervention. The data shows that students who are engaged in iReady reading/math, direct instruction with phonics and phonemic awareness, SIPPS, and other targeted programs are making growth. We will also continue to use the social worker to support students and teachers with social/emotional learning. Finally, attendance will be a focus for us given the number of students who were absent during the school year.

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, and School Site Council participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on the 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. During the 2022-2023 school year, there were enough identified English Learner students as outlined by law to have an English Learner Advisory Committee, however, no parents attended the meetings to give input. Further analysis will be made in the 2023-2024 school year to encourage parents to be a part of this committee.

During School Site Council, Leadership Team, and Staff Meetings, stakeholders noted that we need to really focus on two true components this year- the social/emotional health of our students (helping students to continue readjusting to the school environment, establish norms and discuss how students should treat each other) and closing gaps for students academically. There is a need to address the social/emotional needs of students schoolwide as well as build community within the classroom and work with students on an individual basis. Interventions and support for students will also be addressed schoolwide. Additionally, by digging deeper, we need to take steps to help students feel more connected to school.

School overall attendance increased slightly this year. Attendance rates for chronic absences however increased. Staff will dive deeper as to what the barriers might be in student attendance. Plans will be made to create avenues to reach out to significant student groups in an attempt to identify root causes for attendance.

Findings: After analyzing the data, we found that we are making gains, but need to continue to focus on reading and math instruction, as well as social/emotional support. We need to continue to have common assessments K-5 in reading and math. Interventions should continue to be strategic, targeted, implemented, and monitored for progress. Our math data also reflects a strong need for basic math facts in order to promote better math readiness and higher-level math proficiency. We need to continue to provide high-quality first instruction and intervention to ensure that all students meet academic and social skills expectations. Given our absenteeism rates, we need to hold HTC meetings to support students and parents in improving attendance. We will make more frequent contact and follow up with families. Although we do not have very many suspensions, we will work in this area to develop a comprehensive behavior plan for consistency that includes alternative discipline practices, restorative practices, and character education.

The data indicate that English Learners are making progress at a significantly lower rate than all other student groups. We identified the significant increase in the number of immigrants and refugees, coupled with a lack of access to regular, timely, and adequate high-leverage English language acquisition strategies, materials, intervention, and instruction as the root cause. Several teachers will be trained this summer with EL Achieve and GLAD strategies to address this need. We will monitor ELPAC, CAASPP, iReady, and local assessment data to ensure this intervention contributes to the academic growth of our English Learners.

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.

Through the Comprehensive Needs Assessment process with a focus on inequities and learning gaps that still remain, the focus of this plan is to address specific skills that may not have been taught or mastered by students and the social/emotional needs of students. Additionally, our staff seeks to ensure an equitable experience for all students in

terms of connectedness and academic success. The following actions and services have been identified to support students, staff, and families and to address resource inequities:

The resources include, but are not limited to:
1. Providing extra hours for teachers to provide small group intervention in math outside of the regular school day.
2. Provide additional hours for the clerk to support families with positive attendance and spend time on family outreach.
3. Offer social/emotional support via the social worker. Utilize our social worker to provide social-emotional support to students during the regular school day.
4. Provide supplemental materials to the core curriculum to engage and support students.
5. Provide professional learning to teachers around ELD strategies and purchase materials to meet the needs of our EL learners.
6. Providing digital materials or platforms to support instruction.
7. Designing an effective Student Support Team to address skill loss and the social/emotional needs of all students.
8. Create academic interventions during the school day.

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

Involvement in developing the School Plan began in the fall of the 2022-2023 school year. The Site Leadership Team and School Site Council evaluated the current SPSA to determine if actions had been practical. Each group noticed successes in math, reading, and text-level data. The needs have been identified in reading and math intervention, professional development, materials, professional text, social-emotional work, and other resources.

The School Site Council met each month and discussed what was occurring in classrooms with Tier 1 and Tier 2 interventions, data, and social/emotional support for students. The SSC was interested in targeting the needs of low socioeconomic and English Language students.

The Site Leadership Team met every other week and voiced concern about school culture, intervention, professional learning, math, data conversations, the need to continue implementing phonemic awareness for our youngest learners, and ways to make the site safer for students and staff.

The English Language Advisory Committee was scheduled to meet 4 times this year. Unfortunately, after numerous and varied attempts, no parents participated and therefore we did not have an English Language Advisory Committee.

Empathy Gathering:
Staff input was gathered using google forms, staff meetings, and surveys. Parent voice was gathered through surveys, conversations, newsletters, and meetings. Students' voice was gathered through classroom discussions and surveys.

Stakeholder involvement was accomplished via meetings and conversations.

Site Leadership Team met every other week from August-May to review and discuss:
~ data compared to 2021-2022
~ how to best support teachers, student academics, and social/emotional learning.
~ professional learning opportunities as it applies to academic and social /emotional supports.

Staff engaged during staff meetings in January-May to review and discuss:
~ data compared to 2021-2022
~ Comprehensive Needs Assessment
~ site budget
~ resources needed to support student academics and social/emotional learning
~ how to engage students and increase attendance

School Site Council met October-May to review/discuss:
~ data compared to 2021-2022
~ Comprehensive Needs Assessment
~ site budget
~ resources needed to support student academics and social/emotional learning
~ how to engage students and increase attendance

Resource Inequities

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

Throughout the course of the 22-23 school year a variety of strategies including surveys, classroom observations, informal dialogues, and formal assessments, were conducted. Mariemont students, families, and community members were included in active discussions during principal chats, School Site Council Meetings, and both formal and informal conversations with the administration. Mariemont staff was included in active discussions during leadership meetings, staff meetings, and grade-level collaboration times. Data dialogues centered around academic performance, student engagement, conditions, and climate.

The following root causes and resource inequities were noted:

1. The data indicates that English Learners are making progress at a significantly lower rate than all other student groups. We identified the significant increase in the number of immigrants and refugees, coupled with a lack of access to regular, timely, and adequate high-leverage English language acquisition strategies, materials, intervention, and instruction as the root cause. Several teachers will be trained this summer with EL Achieve and GLAD strategies to address this need. We will monitor ELPAC, CAASPP, iReady, and local assessment data to ensure this intervention contributes to the academic growth of our English Learners.

2. The data indicates that Students with Disabilities and low SES students are making progress at a lower rate than all other student groups. We identified a lack of access to regular, timely, and adequate high-leverage instructional strategies, materials, intervention, and instruction as the root cause, so we are offering before-school interventions to address this need. We will monitor CAASPP, iReady, and local assessment data to ensure this intervention contributes to the academic growth of our Students with Disabilities and low SES students.

3. All student groups, with an emphasis on students with disabilities, African American, and low SES struggle with chronic absenteeism. We identified a lack of transportation and illness as the root cause. We will work with the district Attendance School Community Worker to provide outreach, resources, and positive incentives to increase student engagement and daily attendance at school; as well as encourage the use of Independent Study Contracts for absences scheduled in advance for consecutive days out of school. We will monitor attendance, chronic absenteeism, and school

climate survey data to ensure that these interventions improve feelings of connectedness and student attendance for our students.

4. All student groups, with an emphasis on low-SES students, struggle to identify and respond to intense emotions, and to ask for help appropriately. We identified a lack of SEL skills and strategies as a root cause, so we are continuing the support with a social worker and developing a school-wide system that emphasizes SEL lessons and strategies to address this need. We will monitor behavior incidents, and school climate survey data to ensure that these interventions improve feelings of connectedness and respect at school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0.36%	1		2
African American	2.0%	2.64%	2.68%	11	14	15
Asian	4.2%	4.72%	4.47%	23	25	25
Filipino	0.7%	0.57%	0.36%	4	3	2
Hispanic/Latino	16.0%	17.74%	19.32%	87	94	108
Pacific Islander	%	%	0%			0
White	67.0%	65.47%	63.15%	365	347	353
Multiple/No Response	9.5%	8.87%	9.66%	52	47	54
			Total Enrollment	545	530	559

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	95	104
Grade 1	100	92	104
Grade 2	75	89	92
Grade3	83	81	89
Grade 4	104	79	87
Grade 5	109	94	83
Total Enrollment	545	530	559

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	27	17	30	5.00%	3.2%	5.4%
Fluent English Proficient (FEP)	15	21	12	2.80%	4.0%	2.1%
Reclassified Fluent English Proficient (RFEP)	1			3.7%		

Mariemont Elementary School - 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	321	117	33	0	77	50	194			
Black/African Am.	19	10	4	3	11	5	3			
Hispanic or Latino	49	20	8	19	6	16	27			
White	222	75	19	122	54	26	142			
EL	24	11	6	3	8	13	3			
RFEP	2	0	0	1	0	0	1			
Low SES	62	26	9	24	19	17	26			
SWD	40	18	8	13	22	5	12			
FY	0	0	0	0	0	0	0			
Homeless	2	1	0	0	0	1	0			

Mariemont Elementary School - 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	322	78.0%	22.0%	0.0%	23.9%	15.5%	60.2%			
Black/African Am.	19	58.8%	23.5%	17.6%	57.9%	26.3%	15.8%			
Hispanic or Latino	49	42.6%	17.0%	40.4%	12.2%	32.7%	55.1%			
White	222	34.7%	8.8%	56.5%	24.3%	11.7%	64.0%			
EL	24	55.0%	30.0%	15.0%	33.3%	54.2%	12.5%			
RFEP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	62	44.1%	15.3%	40.7%	30.6%	27.4%	41.9%			
SWD	40	46.2%	20.5%	33.3%	55.0%	12.5%	30.0%			
FY	0									
Homeless	2	100.0%	0.0%	0.0%	0.0%	50.0%	0.0%			

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

Mariemont Elementary School - 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	115	111	0	0	15	35	65			
1	107	5	19	81	5	11	91			
2	99	1	14	78	57	4	38			

Mariemont Elementary School -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	115	100.0%	0.0%	0.0%	13.0%	30.4%	56.5%			
1	107	4.8%	18.1%	77.1%	4.7%	10.3%	85.0%			
2	99	1.1%	15.1%	83.9%	57.6%	4.0%	38.4%			

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

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

Mariemont Elementary School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Mariemont Elementary School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

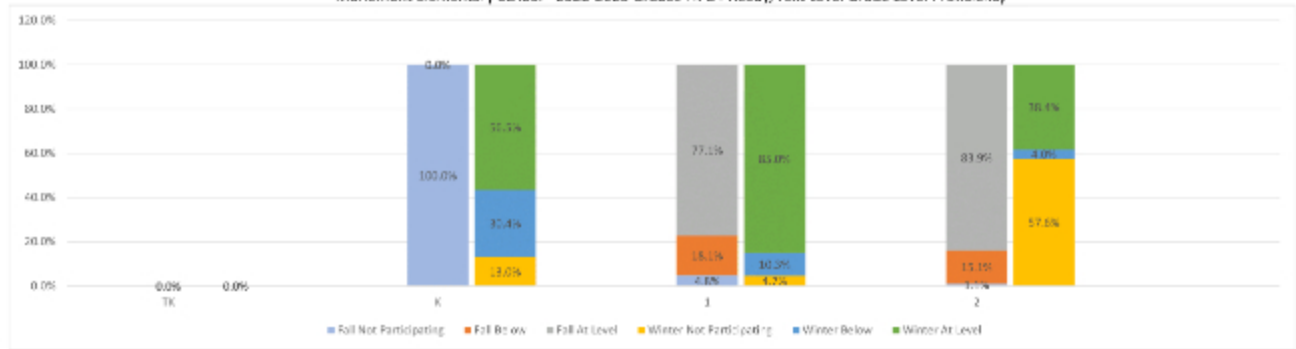|		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	321	120	137	52	100	159	62			
Black/African Am.	19	11	6	0	11	8	0			
Hispanic or Latino	49	21	23	3	17	28	4			
White	222	76	96	44	60	110	52			
EL	24	12	8	0	14	10	0			
RFEP	2	0	0	1	0	0	1			
Low SES	62	28	26	5	27	29	6			
SWD	40	18	17	4	18	17	4			
FY	0	0	0	0	0	0	0			
Homeless	2	1	0	0	1	0	0			

Mariemont Elementary School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	322	38.8%	44.3%	16.8%	31.1%	49.4%	19.3%			
Black/African Am.	19	64.7%	35.3%	0.0%	57.9%	42.1%	0.0%			
Hispanic or Latino	49	44.7%	48.9%	6.4%	34.7%	57.1%	8.2%			
White	222	35.2%	44.4%	20.4%	27.0%	49.5%	23.4%			
EL	24	60.0%	40.0%	0.0%	58.3%	41.7%	0.0%			
RFEP	2	0.0%	0.0%	100.0%	0.0%	0.0%	50.0%			
Low SES	62	47.5%	44.1%	8.5%	43.5%	46.8%	9.7%			
SWD	40	46.2%	43.6%	10.3%	45.0%	42.5%	10.0%			
FY	0									
Homeless	2	100.0%	0.0%	0.0%	50.0%	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

Mariemont Elementary School - 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			
K	115	111	0	0	89	16	10			
1	107	6	85	14	7	86	14			
2	99	3	52	38	4	57	38			

Mariemont Elementary School -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	115	100.0%	0.0%	0.0%	77.4%	13.9%	8.7%			
1	107	5.7%	81.0%	13.3%	6.5%	80.4%	13.1%			
2	99	3.2%	55.9%	40.9%	4.0%	57.6%	38.4%			

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

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

Mariemont Elementary School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
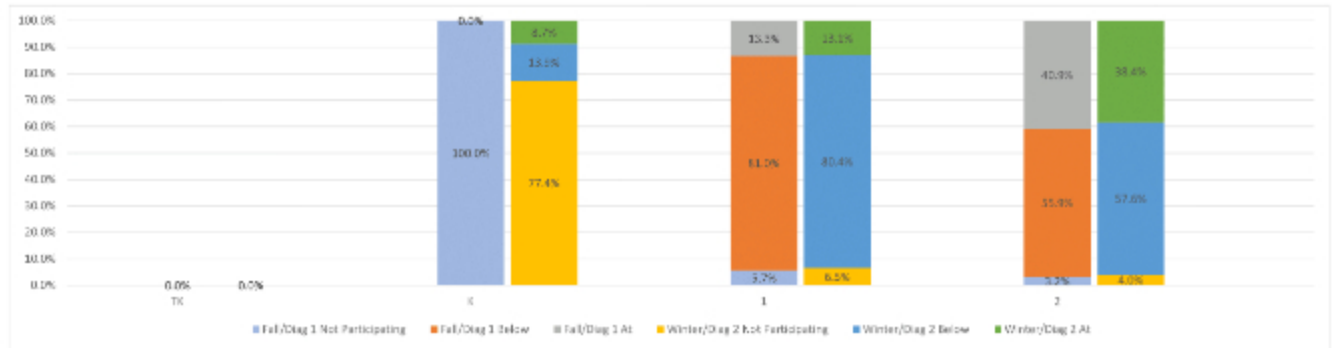
Conclusions based on this data:

1. In ELA Reading, 48.4% of students in grades 3-5 met or exceeded growth targets as measured by Winter 201718 MAP scores.
    In ELA Reading, 53.8% of students in grades 3-5 were at or exceeding standards as measured by Winter 2017/18 MAP scores.

    In Math, 35.3% of students in grades 3-5 met or exceeded growth targets as measured by Winter 2017/18 MAP scores.
    In Math, 41.3% of students in grades 3-5 were at or exceeding standards as measured by Winter 2017/18 MAP scores.

    Based on this data, our school did not meet our goal of 65% of our students meeting or exceeding their growth target in both ELA and Math, nor did they meet their targets in the standards as measured by MAP.

Caring Relationships

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student Pct	Staff N	Staff Pct
A) School has a climate that is caring.	200	95.50%	154	71.43%	29	79.31%
B) There are students and staff on campus who listen to students when they have something to say.	199	92.46%	154	74.03%	29	96.55%
C) There is an adult from the school who checks on how students are doing.	199	79.40%	154	58.44%	29	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	198	91.41%	152	80.92%	29	62.07%
E) Staff feels supported to do their job well in meeting the needs of all students.					29	68.97%
F) Staff feels part of an effective team.					29	72.41%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student Pct	Staff N	Staff Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	201	95.52%			29	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	201	91.54%			29	72.41%
C) The school offers families opportunities to be involved in school and classroom activities.	201	92.54%			28	96.43%
D) The school keeps families well-informed about school activities.	201	95.02%			29	96.55%
E) The staff at our school listens to family concerns about issues.	200	89.00%			29	89.66%
F) The staff at school are helpful and welcoming when families come to school or call.	200	92.50%			29	93.10%
G) The school and families are partners in promoting positive behavior for my student.	200	94.00%			29	75.86%
H) Families who speak a language other than English receive general information about our school in their home language.	198	94.95%			29	41.38%
I) Staff receive information about upcoming events and important information about the school.					29	93.10%

School Decision Making

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student Pct	Staff N	Staff Pct
A) School seeks input when making important decisions.	199	75.88%	152	53.95%	29	75.86%
B) Important school decisions reflect diverse input.	200	71.50%	148	47.30%	29	58.62%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	199	91.46%			29	68.97%
D) The principal and staff listen to concerns of other staff members about issues.					29	72.41%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					29	100.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					29	58.62%
G) Our school uses data from this survey to inform site decision making.					29	44.83%
H) Staff voice matters in decision making.						

Safety

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student Pct	Staff N	Staff Pct
A) Concerns about student safety are taken seriously.	200	89.50%	153	77.78%	29	93.10%
B) Concerns about student safety are addressed in a timely manner at my school.	200	86.00%	150	79.33%	29	89.66%
C) My school is a safe place for all students.	200	93.00%	153	82.35%	29	93.10%
D) My school is a safe place for all staff.					29	79.31%
E) Students know what staff member to go to if they have a safety concern.	200	88.00%	150	64.67%	29	75.86%
F) Students know school safety protocols.	200	84.00%	152	90.79%	29	89.66%
G) I feel safe sharing different viewpoints and perspectives at my school.	200	79.00%	152	57.24%	29	55.17%

Sense of Belonging

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student Pct	Staff N	Staff Pct
A) School staff respects student diversity.	200	87.50%	153	85.62%	29	75.86%
B) Adults at my school treat students respectfully.	200	92.50%	154	86.36%	29	93.10%
C) Students are respectful to each other at school.	199	78.89%	152	41.45%	29	72.41%
D) Students have opportunities to socialize with other students often at school.	200	93.00%	153	83.66%	29	96.55%
E) Students have an adult on campus they trust.	199	92.96%	153	82.35%	29	93.10%
F) Students trust other students at school.	199	90.45%	154	88.31%	29	82.76%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	198	77.78%	152	63.16%	28	57.14%
H) School staff reflects student diversity.	198	65.15%	153	69.28%	29	37.93%

Academic Progress

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student Pct	Staff N	Staff Pct
A) Families and students understand how assignments and tests are graded.	199	86.93%	153	81.70%	29	79.31%
B) Questions and concerns about schoolwork are addressed.	198	94.44%	153	84.31%	29	96.55%
C) Student grades reflect their knowledge of the material.	198	86.87%	154	77.92%	29	89.66%
D) Adults at my school believe all students can be successful.	198	93.94%	153	86.27%	29	82.76%
E) Students feel comfortable and unjudged to ask their teacher for help.	199	87.94%	152	69.74%	29	96.55%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	199	92.96%	152	84.87%	29	93.10%
G) Teachers at my school go out of their way to help all students.	199	85.43%	150	66.67%	29	89.66%
H) Students receive timely and regular feedback on their learning.	199	87.94%	149	74.50%	29	93.10%
I) Staff at my school provides resources or ideas that help families support their students at home.	198	86.36%			29	89.66%

High Expectations

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student Pct	Staff N	Staff Pct
A) Students are challenged academically at school.	200	84.50%	153	55.56%	29	86.21%
B) School recognizes and celebrates the academic success of all students.	200	84.50%	151	65.56%	29	75.86%
C) Adults on campus motivate students to do their best.	199	86.93%	150	80.67%	29	86.21%
D) School provides additional academic support when students are struggling.	198	78.79%	150	72.00%	29	86.21%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		199	85.43%	150	62.67%	28	92.86%
B) Students have access to classes and activities that meet their interests and talents.		200	83.00%	148	70.27%	29	75.86%
C) Students understand how to complete their schoolwork.		199	88.94%	150	86.67%	29	86.21%
D) Students complete assignments on time.		200	84.50%	149	75.84%	29	89.66%
E) Students are motivated to do their schoolwork.		199	73.87%	149	61.07%	29	89.66%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		185	39.46%	153	49.67%	28	25.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.		182	38.46%	152	19.08%	28	10.71%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		185	57.30%	153	58.17%	28	42.86%
D) School offers college and career programs.		181	21.55%	151	9.27%	28	14.29%
E) Students participate in programs to learn about different jobs, careers, and colleges.		180	23.89%	152	12.50%	28	14.29%
F) Students are prepared for the next step of their educational experience.		186	65.05%	149	69.80%	28	78.57%
G) Staff are optimistic about the future of their career in San Juan Unified.						28	60.71%
H) There are equitable opportunities for advancement in the district.						28	50.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		197	93.91%	154	83.12%	29	79.31%
B) San Juan Unified School District is a district that I would recommend to other families.		197	88.32%	154	78.57%	29	86.21%

Mariemont Elementary School 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	585	-	0.00%	-	-	0.00%	1	0.17%	1	0.17%
Black/African Am.	29	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	116	-	0.00%	-	-	0.00%	1	0.86%	1	0.86%
White	392	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	40	-	0.00%	-	-	0.00%	1	2.50%	1	2.50%
RFEP	8	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	128	-	0.00%	-	-	0.00%	1	0.78%	1	0.78%
SWD	93	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	-	-		-	-		0		0	
Homeless	3	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
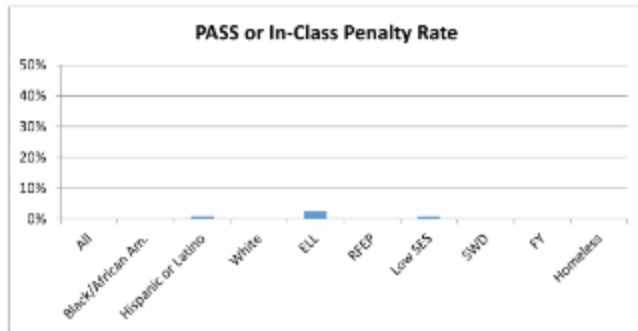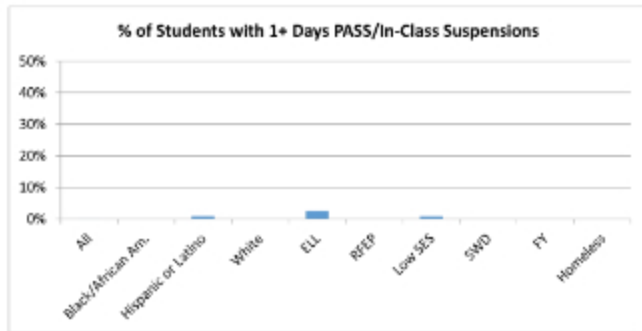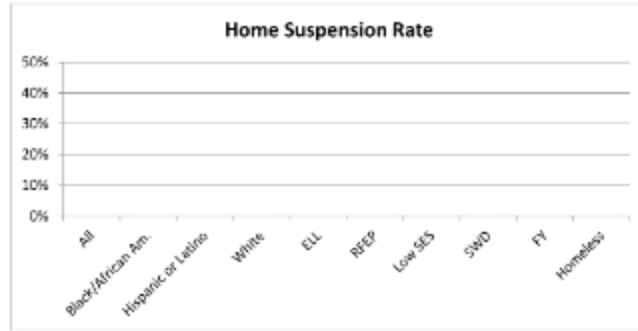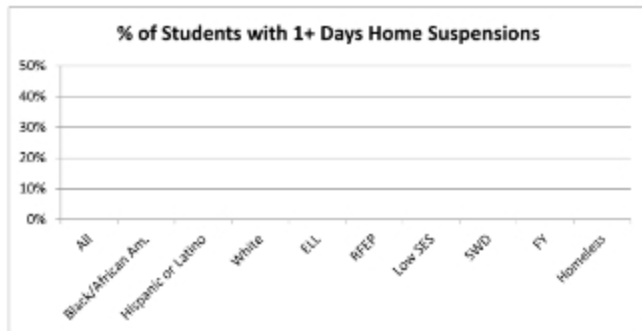
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

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

Mariemont Elementary School - i-Ready Diagnostic 2 ELA Proficiency Level by Group
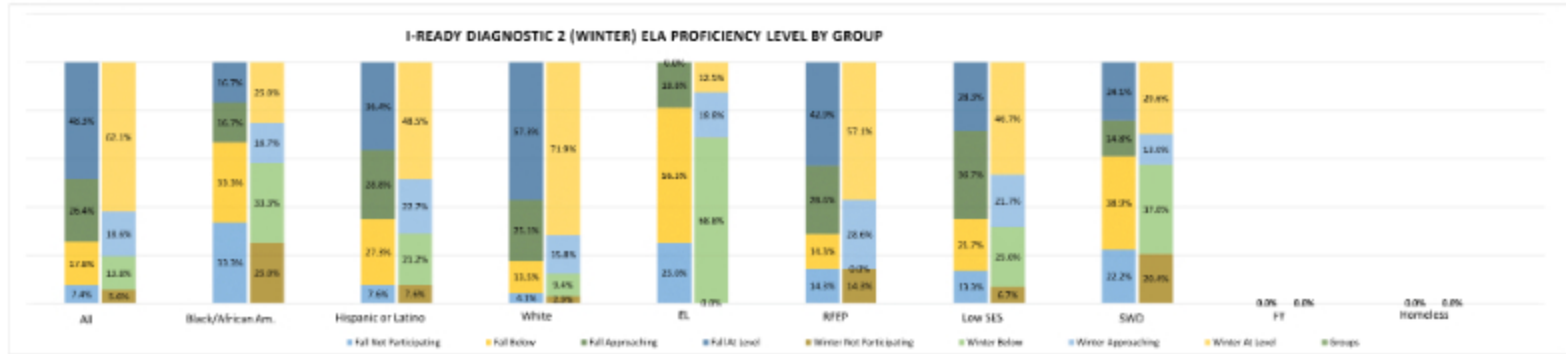
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	269	20	48	71	130	15	37	50	167				
Black/African Am.	12	4	4	2	2	3	4	2	3				
Hispanic or Latino	66	5	18	19	24	5	14	15	32				
White	171	7	23	43	98	5	16	27	123				
EL	16	4	9	3	0	0	11	3	2				
RFEP	7	1	1	2	3	1	0	2	4				
Low SES	60	8	13	22	17	4	15	13	28				
SWD	54	12	21	8	13	11	30	7	16				
FY	0	0	0	0	0	0	0	0	0				
Homeless	3	0	0	1	2	0	0	1	2				

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	269	7.4%	17.8%	26.4%	48.3%	5.6%	13.8%	18.6%	62.1%				
Black/African Am.	12	33.3%	33.3%	16.7%	16.7%	25.0%	33.3%	16.7%	25.0%				
Hispanic or Latino	66	7.6%	27.3%	28.8%	36.4%	7.6%	21.2%	22.7%	48.5%				
White	171	4.1%	13.5%	25.1%	57.3%	2.9%	9.4%	15.8%	71.9%				
EL	16	25.0%	56.3%	18.8%	0.0%	0.0%	68.8%	18.8%	12.5%				
RFEP	7	14.3%	14.3%	28.6%	42.9%	14.3%	0.0%	28.6%	57.1%				
Low SES	60	13.3%	21.7%	36.7%	28.3%	6.7%	25.0%	21.7%	46.7%				
SWD	54	22.2%	38.9%	14.8%	24.1%	20.4%	57.0%	13.0%	29.6%				
FY	0												
Homeless	3	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%				

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

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Mariemont Elementary School - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

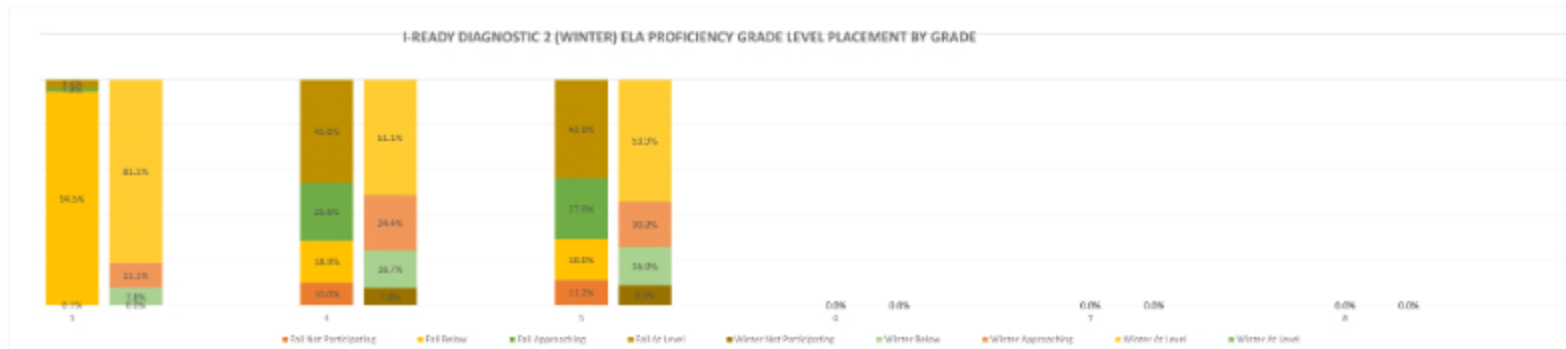| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	90	1	15	24	50	0	7	10	73				
4	90	9	17	23	41	7	15	22	46				
5	89	10	16	24	39	8	15	18	48				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	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**	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	90	1.1%	16.7%	26.7%	55.6%	0.0%	7.8%	11.1%	81.1%				
4	90	10.0%	18.9%	25.6%	45.6%	7.8%	16.7%	24.4%	51.1%				
5	89	11.2%	18.0%	27.0%	43.8%	9.0%	16.9%	20.2%	53.9%				
6	0												
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

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Mariemont Elementary School - i-Ready Diagnostic 2 Math Proficiency Level by Group
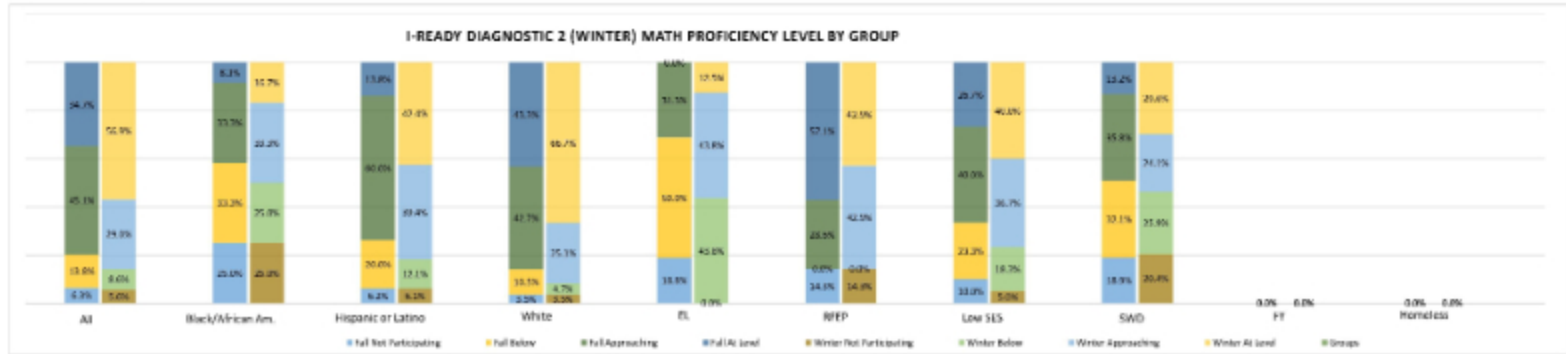
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	269	17	37	121	93	15	23	78	153				
Black/African Am.	12	3	4	4	1	3	3	4	2				
Hispanic or Latino	66	4	13	39	9	4	8	26	28				
White	171	6	18	73	74	6	8	43	114				
EL	16	3	8	5	0	0	7	7	2				
RFEP	7	1	0	2	4	1	0	3	3				
Low SES	60	6	14	24	16	3	11	22	24				
SWD	54	10	17	19	7	11	14	13	16				
FY	0	0	0	0	0	0	0	0	0				
Homeless	3	0	0	0	3	0	0	0	3				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	269	6.3%	13.8%	45.1%	34.7%	5.6%	8.6%	29.0%	56.9%				
Black/African Am.	12	25.0%	33.3%	33.3%	8.3%	25.0%	25.0%	33.3%	16.7%				
Hispanic or Latino	66	6.2%	20.0%	60.0%	13.8%	6.1%	12.1%	39.4%	42.4%				
White	171	3.5%	10.5%	42.7%	43.3%	3.5%	4.7%	25.1%	66.7%				
EL	16	18.8%	50.0%	31.3%	0.0%	0.0%	43.8%	43.8%	12.5%				
RFEP	7	14.3%	0.0%	28.6%	57.1%	14.3%	0.0%	42.9%	42.9%				
Low SES	60	10.0%	23.3%	40.0%	26.7%	5.0%	18.3%	36.7%	40.0%				
SWD	54	18.9%	32.1%	35.8%	13.2%	20.4%	25.9%	24.1%	29.6%				
FY	0												
Homeless	3	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%				

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

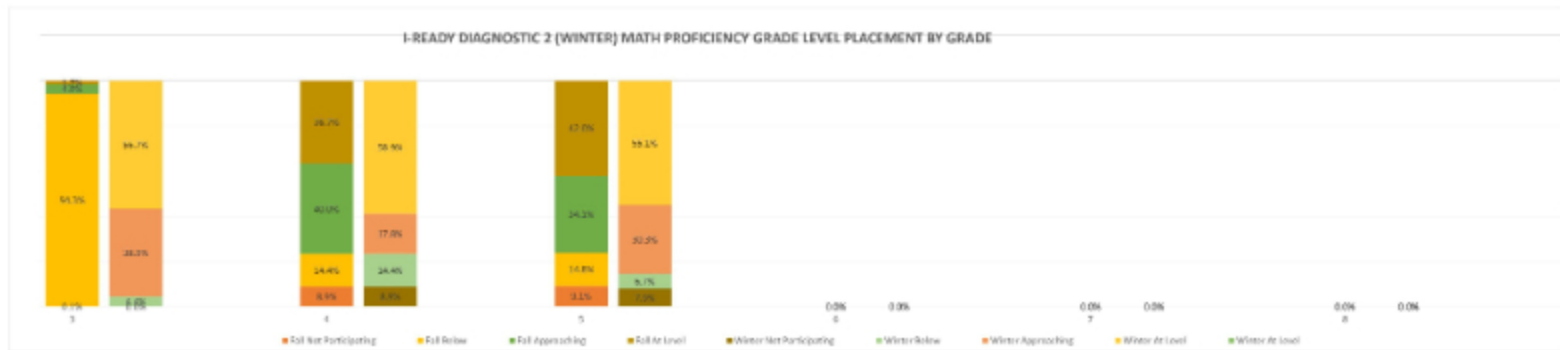I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	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	90	1	11	55	23	0	4	35	51				
4	90	8	13	36	33	8	13	16	53				
5	89	8	13	30	37	7	6	27	49				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	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	90	1.1%	12.2%	61.1%	25.6%	0.0%	4.4%	38.9%	56.7%				
4	90	8.9%	14.4%	40.0%	36.7%	8.9%	14.4%	17.8%	58.9%				
5	89	9.1%	14.8%	34.1%	42.0%	7.9%	6.7%	30.3%	55.1%				
6	0												
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

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1.

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?

Annual district survey with results in March, SAEBRS and mySAEBRS in Fall, SST data, behavior data in Q, and attendance

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

Staff used SAEBRS and mySAEBRS as a baseline for referring students for support. However, as the year progressed, we found that parents and teachers were asking for support based on behaviors or feelings that were exhibited in which students needed support. Not having the SAEBRS and mySAEBRS spring data available now, made it a challenge to see if there was growth in this area of supporting students. Anecdotal data showed that some students made growth by exiting the support, whereas others remained to receive support.

With the district survey coming out earlier in the year, the staff was able to have more time to discuss results and discuss solutions moving forward.

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

The SAEBRS and mySAEBRS data were better used this year. Teachers became more familiar with it and were able to identify students that had social-emotional needs. Additionally, our social worker kept accurate data as well and was in close communication with the families of our students. This was invaluable in identifying needs. More social worker time was added to work with students who were at risk socially and emotionally and an instructional assistant to the intervention teacher was hired to support students with academics.

With the annual survey coming out earlier than in past years, it gave us more time to discuss results as a staff and in small groups. With student attendance, the principal and attendance clerk met monthly with the district's Attendance School Community Worker to support families with chronic absenteeism.

2022-23
Identified Need

With the 2020-21 school year being mainly through distance learning, students until their return had been out of school for over a year. It was evident last year (21-22) and even more so this year (22-23) that students still have gaps in learning and social skills at all levels. Staff noticed a large number of students still can't remember what the school environment was like and what it means to be a community of learners. Additionally, staff realized there exists a low level of importance on learning by students. It is clear, based on anecdotal evidence, that students could use lessons on basic principles of respect, manners, how to be a friend and the like. It is also clear that students need more learning around conflict management (especially during recess). Students have a number of social/emotional needs that need to be met, and more needs to be done to create a school community to reinforce the importance of learning academics as well as appropriate behaviors.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent Survey - Sense of Belonging - Students are respectful to each other at school. Percent strongly agree/agree.	78.89%	Increase to 85%
Parent Survey - School Decision Making - School seeks input when making important decisions. Percent strongly agree/agree.	75.88%	Increase to 85%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Student Survey - Safety - Students know what staff member to go to if they have a safety concern. Percent strongly agree/agree	64.67%	Increase to 85%
Student Survey - Safety - Concerns about student safety are taken seriously. Percent strongly agree/agree	77.78%	Increase to 85%
Student Survey - Caring Relationships - There is an adult from the school who checks on how students are doing. Percent strongly agree/agree	58.44%	Increase to 85%
Student Survey - Caring Relationships - The school has a climate that is caring. Percent strongly agree/agree	71.43%	Increase to 85%
Student Survey - Sense of Belonging - Students are respectful to each other at school. Percent strongly agree/agree	41.45%	Increase to 85%
Student Survey - Safety - I feel safe sharing different viewpoints and perspectives at my school. Percent strongly agree/agree	57.24%	Increase to 85%
Student Survey - Sense of Belonging - Students have an adult on campus they trust. Percent strongly agree/agree	82.3%	Increase to 85%
SAEBRS: Social - High Risk, Some Risk (spring)	5.9% 11.6%	decrease overall
SAEBRS: Emotional - High Risk, Some Risk (spring)	5.7% 13.4%	decrease overall
SAEBRS: Academic - High Risk, Some Risk (spring)	4.7% 9.7%	decrease overall
mySAEBRS: Social - High Risk, Some Risk (spring)	1.3% 11%	decrease overall

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
mySAEBRS: Emotional - High Risk, Some Risk (spring)	5.5% 8.1%	decrease overall
mySAEBRS: Academic - High Risk, Some Risk (spring)	4.2% 8.9%	decrease overall

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	Utilize listening sessions to increase student, parent, and staff voice.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			School Year 2023-24
1.2	Purchase materials to support the teaching, and modeling of respectful communication, social-emotional development, character development, and conflict resolution throughout the school community.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24
1.3	Provide assemblies and	X All Students English Learners	Principal, Teachers			School Year 2023-24

		programs that promote positive behavior, antibullying, and recognition of our school community.	Low-Income Students Foster Youth Other					
1.4		Create an attendance plan to promote positive attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers				School Year 2023-24

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and 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?

Attendance rates (monthly), discipline records (monthly), mySAEBRS, social worker anecdotal data, and district survey.

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

Attendance rates, behavior records, and MySAEBRS were starting points, although they don't tell the whole picture. There are student stories and experiences that go untold and unheard even when monitoring data. Data, especially from the social worker and principal conversations with students and parents, better informed us on what student thinking is around school climate and social/emotional needs. This helped to gather more data and be reflective as to what is happening in the school.

Not having the SAEBRS and mySAEBRS spring data available now, made it a challenge to see if there was growth in this area of supporting students. Anecdotal data showed that some students made growth by exiting the support, whereas others remained to receive support.

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

We attempted to increase social-emotional learning by blocking 30 minutes of each morning dedicated to teachers to do SEL lessons/class meetings in order to build community in their classrooms. Character Club was resurrected to increase character trait awareness. With ELO funds, increased social worker time was allotted to help support students with greater needs as well as support teachers with class meetings. Morning messages went out five times a week to focus on a character trait. Restorative practices were used when working with students with behavior needs.

With attendance, we had many students who had difficulties getting to school based on transportation. We worked with Central Enrollment and the student's resident school each week to make sure there was an opening for the students to return to their neighborhood school. Vouchers were given for bussing, home visits, and other resources were also given to families.

2022-23
Identified Need

The number of behavior referrals highlights the need for social worker support and social/emotional instruction/intervention support/resources. Students continue to need emotional guidance/intervention due to pandemic isolation and lack of social interaction opportunities. The social worker and site staff are working together to establish and sustain the services needed during this time. Our SST team collaborates throughout the year to provide resources, intervention, and social skills lessons for use across our school in support of creating, nurturing, and sustaining a school climate/culture that teaches the whole child...academics and social/emotional readiness. The data shows us that we continue to need opportunities for students to experience positive interactions with students and staff, refine social skills, and refine classroom environment strategies in order to increase students' sense of belonging. This is essential in teaching students to meet behavior expectations and how to be productive, positive citizens. It also shows that this must happen school-wide to support our climate and culture needs and goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent/Student Survey: Caring Relationships - There is an adult from the school who checks on how students are doing. Percent strongly agree/agree	79.40% (parents) 58.44% (students)	Increase to 85%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent/Student/Staff Survey: Safety - I feel safe sharing different viewpoints and perspectives at my school. Percent strongly agree/agree	79% (parents) 57.24% (students) 55.17% (staff)	Increase to 85%
Student/Staff Survey: Caring Relationships - The school has a climate that is caring. Percent strongly agree/agree	71.43% (students) 79.31% (staff)	Increase to 85%
Parent/Student/Staff Survey: Sense of Belonging - Students are respectful to each other at school. Percent strongly agree/agree	78.89% (parents) 41.45% (students) 72.41% (staff)	Increase to 85%
Attendance Rate	93.66%	We expect the overall rating to increase 2%
Chronic Absence Rates	All 23.8%, Low SES 35.2%, ELL 27.5%	decrease all 3%, Low SES 3%, ELL 3%
In School Suspensions	0%	0%
Home Suspensions	.33%	0%
SAEBRS: Social - High Risk, Some Risk (spring)	5.9% 11.6%	decrease overall
SAEBRS: Emotional - High Risk, Some Risk (spring)	5.7% 13.4%	decrease overall
SAEBRS: Academic - High Risk, Some Risk (spring)	4.7% 9.7%	decrease overall
mySAEBRS: Social - High Risk, Some Risk (spring)	1.3% 11%	decrease overall
mySAEBRS: Emotional - High Risk, Some Risk (spring)	5.5% 8.1%	decrease overall
mySAEBRS: Academic - High Risk, Some Risk (spring)	4.2% 8.9%	decrease overall

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	Pay additional time for attendance clerk to implement an attendance improvement plan to increase school-wide attendance, closely monitor chronic absenteeism, and to support parents and students with resources.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Attendance Clerk	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	4400 5800	School Year 2023-24
2.2	Purchase supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2023-24

	social emotional needs of students while promoting a positive climate for students, families, and staff.					

2.3	Pay additional time for recreational assistant(s) as needed to increase school-wide safety measures and support a positive school climate.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, Teachers	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500	School Year 2023-24

2.4	Purchase safety resources and materials to support and sustain a positive, safe school climate	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	300	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

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Text Level, iReady, school based screeners for reading and math, CAASPP in grades 3-5 as a baseline after coming back from not having to take it for the past two years.

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

Data conversations, giving other targeted assessments to students to target gaps in learning, review of Tier 1 and 2 interventions, purchasing additional instructional materials, focus on the Science of Reading K-2 and math number sense. Intervention teacher to target students that need more interventions. Hired instructional assistant to work alongside the intervention teacher. Provided before school math intervention to students in grades 1-5.

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

Began the development of a scope and sequence for reading and math K-5. Implemented schoolwide screeners for reading and math, used on-line resources for students in both reading and math. Focused on math number sense as that was what the data was showing as a weakness. Provided before school math intervention to students in grades 1-5.

2022-23
Identified Need

There is a significant difference in performance between all students and low-income students. Phonemic awareness, reading comprehension, vocabulary, math, and writing (all content areas) continue to be areas of need. We also need to continue with staff development around the use and implementation of the iReady program and Amplify. With the increasing number of English learners attending Mariemont (from 17 in 2021-2022 to 41 in 2022-2023), there is a need to have staff training around best practices and curriculum in order to meet the needs of our EL students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady Reading Diagnostic all students in grades 3-5 Winter 2023	67% scored at or above grade level	Increase 3%
iReady Reading Diagnostic all Low SES students in grades 3-5 Winter 2023	49% scored at or above grade level	Increase 3%
iReady Math Diagnostic all students in grades 1-5 Winter 2023	63% scored at or above grade level	Increase 3%
iReady Math Diagnostic all Low SES students in grades 1-5 Winter 2023	41% scored at or above grade level	Increase 3%
iReady Math Diagnostic all EL students in grades 1-5 Winter 2023	9% scored at or above grade level	Increase 3%
iReady Math Diagnostic all SWD in grades 1-5 Winter 2023	42% scored at or above grade level	Increase 3%
Text Level all students in grades K-2 (March 2023)	72.4% scored at or above grade level	Increase 3%
Text Level all Low SES students in grades K-2 (March 2023)	56.5% scored at or above grade level	Increase 3%
Text Level all ELL students in grades K-2 (March 2023)	20.8% scored at or above grade level	Increase 3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELPAC overall (2021-2022)	Level 4 - 0%, Level 3 - 47%, Level 2 - 24%, Level 1 - 29%	Increase in levels 4 and 3, decrease in levels 2 and 1
ELPAC oral (2021-2022)	Level 4 - 24%, Level 3 - 29%, Level 2 - 24%, Level 1 - 24%	Increase in levels 4 and 3, decrease in levels 2 and 1
ELPAC written (2021-2022)	Level 4 - 0%, Level 3 - 18%, Level 2 - 29%, Level 1 - 53%	Increase in levels 4 and 3, decrease in levels 2 and 1

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 instructional materials for reading and/or math targeting skills and strategies that students need in order to gain independence.	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2023-24
3.2	Provide before/after school intervention to low performing targeted students in Math and ELA.	X All Students English Learners Low-Income Students Foster Youth Other Homeless	Principal, Teachers			School Year 2023-24
3.3	Purchase professional resources,	All Students X English Learners X Low-Income Students	Principal, Teachers	LCFF Supplemen	1000	School Year 2023-24

		books, materials for intervention and instruction. (curriculum, books, licenses, etc.)	X Foster Youth X Other Homeless		tal Site Allocation 4000-4999: Books And Supplies		
3.4		Purchase instructional materials to support the needs of EL learners.	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	13000	School Year 2023-24
3.5		Provide extra-curricular activities for targeted groups	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24
3.6			All Students English Learners Low-Income Students Foster Youth Other Homeless				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Parent/Student/Staff district survey, student listening sessions

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

Unfortunately, we only attempted spirit and career days. Discussions around this goal came up often. We need to engage with our feeder middle school to have conversations and an awareness as to what s offered to our students and then have conversations with our families. We also need to bring awareness to course offerings at the middle and high school levels, as well as raise more awareness with our students around graduation requirements. Additionally, we need to have open discussions on how students feel they learn best and what environments they feel they learn more.

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

No modifications were made.

2022-23
Identified Need

there are several areas that we can work on in helping to inform our parents and students. We need to bring awareness to course offerings at the middle and high school level, as well as raise awareness with students around graduation requirements. Additionally, we need to have more open discussions on how students feel they learn best and what environments they feel they learn more.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent/Student/Staff Survey: College and Career Readiness - Students participate in programs to learn about different jobs, careers, and colleges. Percent strongly agree/agree.	23.89% (parents) 12.5% (students) 14.29% (staff)	Increase to 50%
Parent/Student/Staff Survey: College and Career Readiness - Students and families know what classes they will have to take and pass to graduate from high school. Percent strongly agree/agree	38.46% (parents) 19.08% (students) 10.71 5 (staff)	Increase to 50%
Student Survey: Student Engagement - Students are interested in what they are learning. Percent strongly agree/agree	62.67% (students)	Increase to 75%
Student Survey: High Expectations - Students are challenged academically at school. Percent strongly agree/agree	55.56% (students)	Increase to 75%

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	Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			School Year 2023-24
4.2	Implement and promote college themed spirit days to provide opportunities to explore college interests	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			School Year 2023-24
4.3	Implement virtual or in-person career days to provide opportunities for students to explore career interests	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			School Year 2023-24
4.4	Increase dialogue between students and teachers around what students want to learn and what environment	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Staff			School Year 2023-24

| | they find best for learning | | | | | |

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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SCHOOL GOAL #2:

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$31,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Site Allocation	$31,500.00

Subtotal of state or local funds included for this school: $31,500.00

Total of federal, state, and/or local funds for this school: $31,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	5,900.00
3000-3999: Employee Benefits	5,800.00
4000-4999: Books And Supplies	19,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,900.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,800.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	12,500.00
Goal 3	18,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Cris Petroni	Principal
Laurel Price	Other School Staff
Brooke Fahey	Classroom Teacher
Alicia Gillespie	Classroom Teacher
Alissa Boyd	Classroom Teacher
Ashley Freer	Parent or Community Member
Robert Lemmon	Parent or Community Member
Jennifer Moore	Parent or Community Member
Irit Winston	Parent or Community Member
Tiffany Holladay	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

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 5/23/2023.

Attested:

CPetroni	Principal, Cris Petroni on 5/23/2023
BFahey	SSC Chairperson, Brooke Fahey on 5/23/2023

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

Mariemont Elementary School

Funding Source: LCFF Supplemental Site Allocation   **$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials to support the teaching, and modeling of respectful communication, social-emotional development, character development, and conflict resolution throughout the school community.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
Pay additional time for attendance clerk to implement an attendance improvement plan to increase school-wide attendance, closely monitor chronic absenteeism, and to support parents and students with resources.	2000-2999: Classified Personnel Salaries	$4,400.00	Healthy Environments for Social-Emotional Growth	
Purchase supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the social emotional needs of students while promoting a positive climate for students, families, and staff.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	
Pay additional time for recreational assistant(s) as needed to increase school-wide safety measures and support a positive school climate.	2000-2999: Classified Personnel Salaries	$1,500.00	Healthy Environments for Social-Emotional Growth	
Purchase safety resources and materials to support and sustain a positive, safe school climate	4000-4999: Books And Supplies	$300.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$5,800.00	Healthy Environments for Social-Emotional Growth	
Purchase instructional materials for reading and/or math targeting skills and strategies that students need in order to gain independence.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	

Mariemont Elementary School

Purchase professional resources, books, materials for intervention and instruction. (curriculum, books, licenses, etc.)	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs
Purchase instructional materials to support the needs of EL learners.	4000-4999: Books And Supplies	$13,000.00	Engaging Academic Programs
Provide extra-curricular activities for targeted groups	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: $31,500.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Mariemont Elementary School Total Expenditures: $31,500.00