School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harry Dewey Fundamental Elementary School	34-67447-6034516	06/11/24	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Throughout the course of the school year, the SPSA is reviewed, analyzed and refined as needed by the Dewey staff, leadership team, School Site Council (SSC), English Language Advisory Committee (ELAC), students and families.

In January and February of 2024, the SSC met to review progress on goals, budget and began discussing needs for the upcoming school year. In March 2024 SSC did had an in depth discussion of goals 2 and 3 providing input on needs related to these goals and ideas of how these needs could be addressed in the system. Dewey's ELAC met five times during the school year. The February and April meetings reviewed progress on goals for the 2023.24 school year and provided input on needs for our English Learners for the 2024.25 school year. Staff (classified and certificated) provided input on a regular basis at monthly staff meetings and through our site leadership team which met on a bi-weekly schedule. Families were also asked to provide input through our annual school climate survey, monthly Parent-Faculty Organization (PFO) meetings and "Tiger Talks" with the principal. Student voice and input was gathered through annual climate survey, participation in the Social, Academic, and Emotional Behavior Risk Screener which was administered two times during the school year and student listening circles conducted in the spring of 2024.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.84%	0.26%	0.26%	3	1	1
African American	1.96%	1.58%	1.03%	7	6	4
Asian	1.96%	2.64%	2.58%	7	10	10
Filipino	0.56%	0.26%	0.52%	2	1	2
Hispanic/Latino	17.60%	19.79%	21.39%	63	75	83
Pacific Islander	1.12%	1.32%	1.29%	4	5	5
White	70.39%	67.28%	64.69%	252	255	251
Multiple/No Response	5.59%	6.86%	8.25%	20	26	32
			Total Enrollment	358	379	388

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	52	55	57
Grade 1	52	58	58
Grade 2	47	57	58
Grade3	52	54	56
Grade 4	48	57	58
Grade 5	42	52	57
Grade 6	65	46	44
Total Enrollment	358	379	388

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	16	25	34	5.50%	4.5%	8.8%
Fluent English Proficient (FEP)	12	9	9	5.30%	3.4%	2.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
379	**37.5**	**6.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Harry Dewey Fundamental Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	25	6.6
Foster Youth		
Homeless	6	1.6
Socioeconomically Disadvantaged	142	37.5
Students with Disabilities	86	22.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.6
American Indian	1	0.3
Asian	10	2.6
Filipino	1	0.3
Hispanic	75	19.8
Two or More Races	26	6.9
Pacific Islander	5	1.3
White	255	67.3

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Orange	Orange	Green
Mathematics		
Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	68.5 points below standard	No Performance Color
7.6 points below standard	Decreased Significantly -47.7 points	0 Students
Decreased -13.2 points	15 Students	
195 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
7 Students	46.9 points below standard	56.9 points below standard
	Decreased Significantly -21.1 points	Increased +13.3 points
	84 Students	46 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
3 Students	0 Students	6 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Orange	19.9 points above standard	Less than 11 Students	Yellow
39.7 points below standard	13 Students	2 Students	9.2 points above standard
Decreased -5.5 points			Decreased -13.3 points
44 Students			126 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	5.4 points below standard
10 Students	5 Students	Decreased -12.5 points
		177 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 7.6 points below standard which was a decrease from the previous school year. Our lowest performing student groups were English learners, Students with Disabilities, and Socioeconomically Disadvantaged. English Learners are the lowest scoring group at 68.5 points below, Students with Disabilities at 56.9 points below and Socioeconomically Disadvantaged at 46.9 points below standard.

During the past two years Dewey's EL student population has increased by almost 50% (from 6.6% to 11.8% in May of 2024).   Our site has also added an Autism program which included the addition of two special day classes that serve autistic students.   Socioeconomically disadvantaged students also increased from 37.5% to 47.42%. The changing demographics and specific needs socially, emotionally and academically of our students continue to change. There has been an overarching effort to increase engagement, connectedness and overall proficiency of our students. However, this year has shown the need for more specialized instruction that supports EL, SES and SWD students.

Our support services (social worker, additional academic interventionist and part time ELD teacher) increased this past year. We also offered before school intervention classes for EL students and students that needed additional work in writing and math facts. All students are now utilizing IReady as an intervention tool in class and we continued to provide targeted intervention cycles in ELA and math.

Common themes emerged after consulting with our educational partners which included the need for:
1. Explicit vocabulary instruction
2. Alignment of phonics and language instruction and assessments across grade levels included comprehensive phonics curriculum with decodable books
3. The need for more visual supports in classrooms
4. Increased opportunities for oral language development in the classroom
5. Before or after school program for EL students with an emphasis on oral language and writing
6. Professional development dedicated to best practices and high leverage instructional strategies for ASD, DHOH and ADHD students

School and Student Performance Data
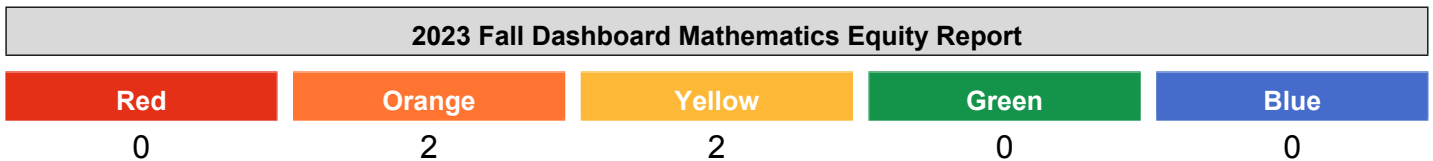
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	47.3 points below standard	No Performance Color
22.1 points below standard	Decreased Significantly -28.2 points	0 Students
Decreased -7.8 points		
195 Students	14 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
7 Students	56.9 points below standard	69.6 points below standard
	Maintained -2.9 points	Increased +6.6 points
	84 Students	46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student

Hispanic	Two or More Races	Pacific Islander	White
Orange 59.6 points below standard Decreased -13.4 points 44 Students	4.2 points above standard 13 Students	Less than 11 Students 2 Students	Yellow 4.4 points below standard Decreased -3.8 points 126 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	Less than 11 Students 5 Students	20.8 points below standard Decreased -5.9 points 177 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 22.1 points below standard which was a decrease from the previous school year. Our lowest performing student groups were Students with Disabilities, Hispanic, and socioeconomically disadvantaged. Students with Disabilities are the lowest scoring group at 69.6 points below, Hispanic students at 59.6 points below and Socioeconomically Disadvantaged at 56.9 points below standard.

As mentioned in the previous section, Dewey has been experiencing a change in demographic make up of our school, thus requiring the need to be more intentional with instructional strategies that best meet the needs of the students that sit before us. Additionally, the majority of our professional development and intervention support had been dedicated to ELA and not mathematics. Staff has repeatedly expressed the need for updated math curriculum that provides hands on on learning opportunities and more in depth instruction of each math domain. Our ELAC families repeatedly stressed the need for students to be able to show their knowledge and understanding of a topic where English wasn't a barrier. A need to teach math vocabulary, increase fact fluency, stronger conceptual understanding of topics were also felt to be contributing factors to these results.

Our staff participated in professional development this year that focused on strengthening students' problem solving, collaboration and communication skills. Additionally, we worked on vertically aligning instruction and assessments in the area number sense and did targeted Tier 1 intervention cycles in class. Our Tier 2 intervention program increased

the number of math groups, and a before school class was established to work on fact fluency with intermediate students.

Common themes emerged after consulting with our educational partners which included the need for:
1. Explicit vocabulary instruction in mathematics that include visual supports
2. Vertical alignment of instructional assessments and instructional practices in number sense
3. The need for more consistent visual supports and tools in classrooms
4. Opportunities for students to be able to demonstrate their knowledge of a topic beyond traditional tests
5. Increased opportunities for oral language development within the subject of math
6 Before/after school math intervention classes
7. Professional development dedicated to best practices and high leverage instructional strategies for ASD, DHOH and ADHD students
8. Supplemental instructional materials to support math instruction
9. Dedicated collaboration time for in depth professional development
10. Dedicated collaboration time for general education teachers with SPED, ELD, intervention teachers
11. Strengthen family partnerships that teach families about concepts taught and how to best support students at home

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.538% making progress towards English language proficiency
Number of EL Students: 13 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	4	0	7

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

54% of our EL students grew at least one ELPI level and 30% maintained their current level. The fact that almost one-third of our students didn't show growth in an ELPI level identifies an area for deeper analysis and attention.

The number of EL students at Dewey has been increasing for the past two years, with the majority of students at Level 1. We acquired a fifty percent ELD teacher who was able to provide small group, ELD. The ELD teacher used Benchmark's "Hello Program" which included vocabulary development, visual supports and structured routines to help make students feel more comfortable in the environment. Additionally, we were able to start a before school class for our EL students that focused upon oral production and writing. Our ELAC members expressed the need for continued before/after school support and additional ways to provide translation supports, explicit vocabulary instruction and multiple ways for students to share their knowledge of a topic beyond traditional tests. The need for more integrated ELD may have been a contributing factor to students maintaining and not increasing an ELPI level.

Common themes emerged after consulting with our educational partners which included the need for:
1. Explicit vocabulary instruction with visual supports in the classroom
2. Professional development in Guided Language Acquisition Design (GLAD) and other high leverage instructional strategies to support EL students
3. Time for collaboration between ELD and general education teachers
4. Materials, supplies and curriculum resources to support integrated ELD

School and Student Performance Data

Academic Performance
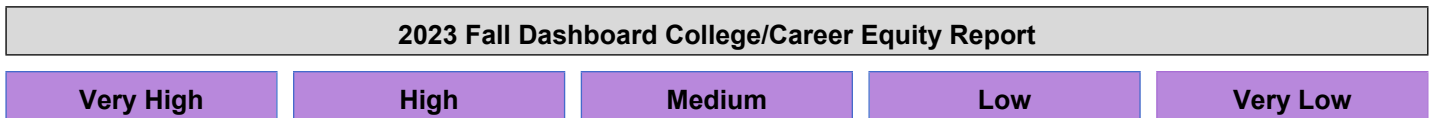## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
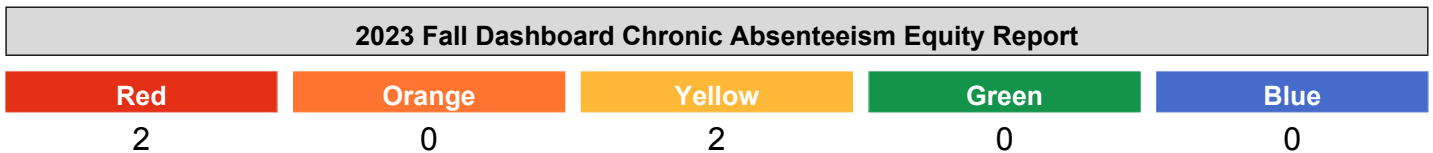## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	21.6% Chronically Absent	No Performance Color
20.2% Chronically Absent	Declined -1.9	0 Students
Declined -2.8		
406 Students	37 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
68.8% Chronically Absent	Yellow	Red
0	33.2% Chronically Absent	29.4% Chronically Absent
16 Students	Declined Significantly -3.4	Increased 0.6
	184 Students	109 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	33.3% Chronically Absent 0 12 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 27.5% Chronically Absent Increased 1 80 Students	23.3% Chronically Absent Increased 8.3 30 Students	Less than 11 Students 6 Students	Yellow 15.2% Chronically Absent Declined Significantly -5.7 270 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

20.3% of all students were chronically absent which was a decrease from the previous school year.
Our lowest performing groups according to dashboard indicators are: socioeconomically disadvantaged (33.2%), students with disabilities (29.4%), Hispanic (27.5%)

Although chronic absenteeism remains high, there were improvements in all but two student groups. For some families, transportation issues impacted students' ability to attend school. For some of our SWD, behavior challenges or medical issues impacted attendance. We did see improvements with families utilizing Short Term Independent Study (STIS). Personal outreach to chronically absent families and daily contact with families of absent students has also had an impact on improving absences. Using Talking Points has been an excellent tool for improving communication in support of attendance. We have also worked to improve education and communication about attendance through weekly attendance blurbs in our school newsletter, sending an attendance informational flyer to all families at the beginning of the school year (and to new students), and individual outreach when families' excused (E) codes were almost exhausted.

Common themes emerged after consulting with our educational partners which included the need for students to feel more connected to school and be provided with engaging academics so that students want to be at school.
1. Attendance improvement through positive reinforcement and recognition
2. Provide special session with SPED parents regarding attendance, chronic illness forms
3. Outreach to families that are at risk of becoming chronically absent
4. Ensure interpreter service is available when working with families
5. Office supplies to support out reach, student recognition
6. Provide students with project based learning and/or other academic opportunities that excite students about being at school
7. Monthly attendance meetings with district attendance improvement program worker, attendance clerk and social worker.
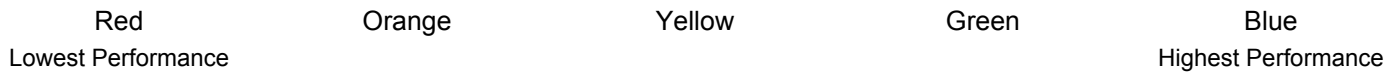8. Conduct monthly HTC meetings with families as needed.

School and Student Performance Data

Academic Engagement
Graduation Rate

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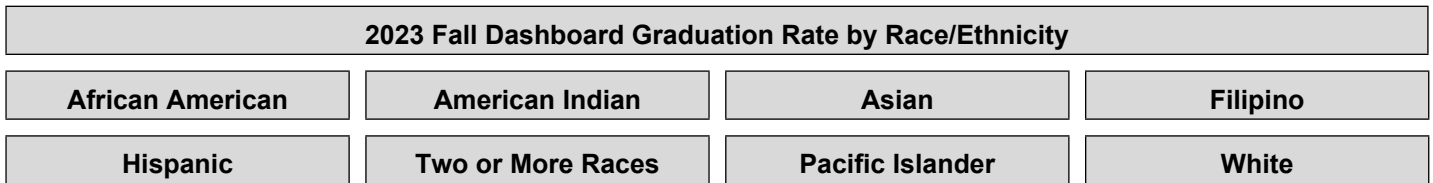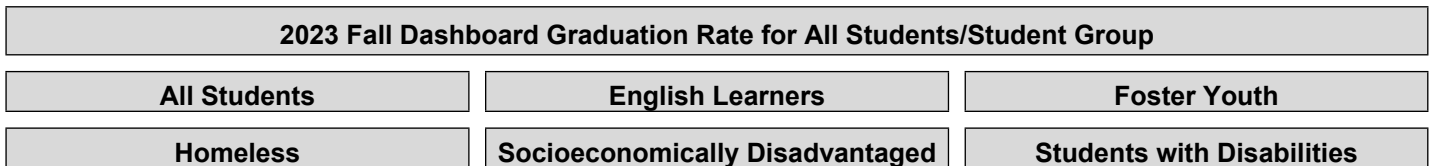
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Conditions & Climate
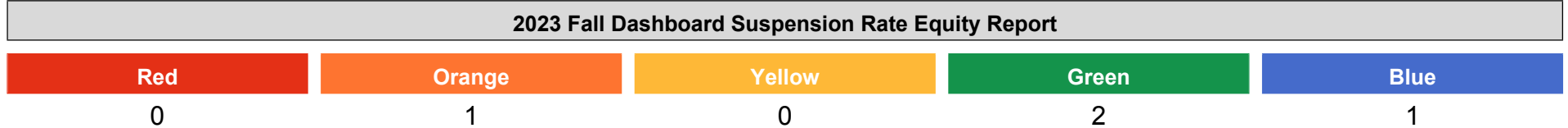## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

1.4% suspended at least one day

Declined -0.4

416 Students

English Learners

0% suspended at least one day

Maintained 0

39 Students

Foster Youth

No Performance Color

0 Students

Homeless

0% suspended at least one day

17 Students

Socioeconomically Disadvantaged

Green

2.6% suspended at least one day

Declined -0.7

193 Students

Students with Disabilities

Green

2.7% suspended at least one day

Declined -0.7

111 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
7 Students	1 Student		1 Student
		14 Students	

Hispanic	Two or More Races	Pacific Islander	White
Blue	3.1% suspended at least one day	Less than 11 Students	Orange
0% suspended at least one day	Declined -1.6	6 Students	1.8% suspended at least one day
Declined -2.9	32 Students		Increased 0.3
81 Students			274 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

1.4% of all students were suspended at least one day which was decrease from the previous school year.
Our lowest performing groups according to dashboard indicators are: white with 1.8% suspended at least once and all students with 1.4%

This past year felt like a year of development and transition related to student behavior expectations and schoolwide reinforcements. We had a team working on updating and revising our behavior matrix and common expectations across the school. However, during this time we also identified inconsistencies with enforcement of school rules, use of schoolwide positive reinforcement tools, and the need to expand restorative conferences and provide alternative types of consequences.

Common themes emerged after consulting with our educational partners which included the need for:
1. Continued development of school wide systems for behavior which include: common behavior expectations, student referral process and positive reinforcement and student recognition
2. Materials and supplies to support school wide behavior system such as student store items, signage for school, documentation materials, positive reinforcement aides
3. Opportunities for student leadership, stewardship, recognition and student autonomy
4. Continued development of school wide aligned Social Emotional Learning instruction
5. Professional development dedicated to equity and inclusion including working with students on the spectrum, ADHD and English learners

6. Refinement of our multi-tiered system of support for behavior to include a more collaborative approach for behavioral plan development and implementation

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

ELA - CAASPP - annually; IReady Diagnostic - 3X per year: Guided Reading Level - 3X per year for K-2; Basic Phonics Skills Test (BPST) 3X per year (K-2)
Math: CAASPP - annually; IReady Diagnositc - 3X per year, Topic Tests ongoing
ELD - ELPAC - annually

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

IReady and BPST scores indicate that approximately 55% of K-3 students are proficient in phonics. With the amount of support (IA and intervention groups) students receive in addition to tier one phonics instruction, we would anticipate that this number should be

higher. We found that there is not an alignment of instructional routines, procedures or materials when teaching phonics per grade level which could be contributing to these outcomes. Comprehension of informational text is still lagging behind the understanding of literature.   The over - reliance on fiction stories, over- scaffolding and the need for more culturally responsive strategies and explicit vocabulary instruction are all potential reasons for discrepancies in scores.

This year school wide professional development focused on math, with an emphasis on staff analysis of the new CA Math Frameworks - Number Sense. Staff also identified key strands and began to vertically align assessments and instruction. Staff also participated in learning around the Building Thinking Classrooms Framework. In the area of Number Sense we saw increases in all student groups based upon the IReady assessments; however there is still a discrepancy in growth between our white student group and all others.

This year Dewey had a fifty percent dedicated ELD teacher who was able to provide support to our level 1 and 2 students.

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

1. Intervention groups and instructional aide support were established based upon BPST and Iready scores to assist with K-3 early reading scores. Intervention cycles were six-eight weeks and adjusted accordingly.
2. Push in math support was added to our intervention rotation - so that there was "in the moment support" for students
3. Teachers identified the need to enhance conceptual understand instruction in math - place value- combined with increasing the amount of time spent on math fact practice and tracking.
4. Teachers committed to using IReady as a consistent tool in the classroom 1st-6th grade
5. Completed two before school intervention cycles focused on multiplication/division facts
6. Completed one before school ELD intervention cycle with an emphasis on vocabulary development, oral production and writing.

2023-24
Identified Need

1. Explicit vocabulary instruction in all subject areas - that includes visual supports
2. Alignment of phonics, language instruction and assessments across grade levels (including a comprehensive phonics curriculum with decodable books)
3. The need for more visual supports in classrooms
4. Increased opportunities for integrated ELD in the classroom
5. Before or after school program for EL students with an emphasis on oral language and writing
6. Professional development dedicated to best practices and high leverage instructional strategies for ASD, DHOH and ADHD students.
7. Vertical alignment of assessments and instruction in domain of Number Sense
8. Opportunities for students to be able to demonstrate their knowledge of a topic beyond traditional tests

9. Before and after school intervention programs (Math, ELA, ELD)
10. Supplemental instructional materials to support math instruction
11. Dedicated collaboration time for in depth professional development - and continuous improvement cycles
12. Dedicated collaboration time for general education teachers with SPED, ELD, intervention teachers to monitor and align instruction for pull out and push in programs
13. Strengthen family partnerships that teach families about concepts taught and how to best support students at home

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	7.6 points below standard	+3 scale score points
	English Learners	68.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	46.9 points below standard	
	Students with Disabilities	56.9 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	39.7 points below standard	
	Two or More Races	19.9 points above standard	
	Pacific Islander		
	White	9.2 points above standard	
Math State Assessment: Change in scale score	All Students	22.1 points below standard	+3 scale score points
	English Learners	47.3 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	56.9 points below standard	
	Students with Disabilities	69.6 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	59.6 points below standard	
	Two or More Races	4.2 points above standard	
	Pacific Islander		
	White	4.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.538%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	2.56%		+2%

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	Source(s)	Proposed Allocation	Implementation Timeline

1.1	Purchase supplemental instructional materials and books to support core math/ELA curriculum, vocabulary development	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2024-25 School Year
1.2	Online digital curriculum subscriptions to enhance core curriculum	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	13,000	2024-25 School Year
1.3	Professional development and collaboration time to work on continuous improvement cycles of learning	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7000	2024-25 School Year

1.4	Before/After school intervention for reading, math, ELD	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3000 1000	2024-25 School Year
1.5	Materials and supplies to support implementation of phonics program	All Students English Learners Low-Income Students Foster Youth X Lowest Performing			2024-25 School Year
1.6	Purchase decodable books to support early literacy	All Students English Learners Low-Income Students Foster Youth X Lowest Performing			2024-25 School Year
1.7	Increase EL reclassification with cross-grade level collaboration and learning with ELD teacher with	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year

		a focus on integrated ELD.					
1.8		Increase the number of bilingual books	All Students X English Learners Low-Income Students Foster Youth Lowest Performing				2024-25 School Year
1.9		Purchase books to support equity and inclusion.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing				2024-25 School Year

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Daily, weekly and monthly attendance reports

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

Areas of Improvements:
1. Education of requirements for Short Term Independent Study Contracts
2. Outreach to chronically absent families - before school started, holidays and for important events (i.e conferences)
3. Daily contact to families who were absent
4. Utilizing Talking Points to communicate with families (translation and families are more apt to respond to a text)
5. Weekly attendance blurbs in school newsletter, attendance informational flyer sent at beginning of school and year and provided to all new families

6. Individual outreach when families E codes were almost exhausted.
7. Recognition of classrooms with most improved attendance.
8. Huge improvement with doctor notes and STIS being completed properly.

Growth Areas:
1. Inconsistency of scheduled meetings with attendance clerk, admin, district AIP personnel and school social worker
2. Lack of HTC meetings
3. Lack of plan to address excessive tardies and early dismissal

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

1. Attendance clerk would contact families who were at risk of exhausting all "E codes."
2. Began providing chronic absence forms to families who were identified.
3. Consistently used Talking Points as a communication tool to reach families

2023-24
Identified Need

Common themes emerged after consulting with our educational partners which included the need for students to feel more connected to school and be provided with engaging academics so that students want to be at school.
1. Attendance improvement for Hispanic and SWD student groups
2. Education about attendance (excused vs. unexcused absents, short term independent study, chronic illness)
3. Prevention and outreach to families that are chronically absent or at risk of becoming so
4. Access to interpretation services to support families that do not speak English
5. Monthly attendance meetings with district attendance improvement program worker, attendance clerk and social worker.
6. Student incentive programs and rewards to recognize improved attendance
7. Improved tracking system for early dismissals
8. Engaging academic and enrichment learning opportunities (such as Project Based Learning, Arts, Drama, Coding, etc).

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism:	All Students	20.2% Chronically Absent	-0.5%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	English Learners	21.6% Chronically Absent	
	Foster Youth		
	Homeless	68.8% Chronically Absent	
	Socioeconomically Disadvantaged	33.2% Chronically Absent	
	Students with Disabilities	29.4% Chronically Absent	
	African American		
	American Indian		
	Asian	33.3% Chronically Absent	
	Filipino		
	Hispanic	27.5% Chronically Absent	
	Two or More Races	23.3% Chronically Absent	
	Pacific Islander		
	White	15.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.48%		Increase by 2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.		
Graduation Rate:	All Students		.
	English Learners		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of students who graduate high school within 4 or 5 years.	Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Materials and supplies to support attendance improvement	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic, SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	2024-25 School Year
2.2	Extra assignment pay for outreach	All Students English Learners	LCFF Supplemental	500	2024-25 School Year

		to combat chronic absenteeism	Low-Income Students Foster Youth X Lowest Performing Hispanic, SWD	Site Allocation 2000-2999: Classified Personnel Salaries		
2.3		Materials and supplies to support Maker's lab and onsite clubs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024-25 School Year
2.4		Communication tools to enhance two -way communication between school and home	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2024-25 School Year
2.5		Field trips both on and off campus to provide hands on learning for students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year

2.6	Assemblies related to core content areas and/or SEL instruction	X All Students English Learners Low-Income Students Foster Youth Lowest Performing				2024-25 School Year

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

CA School Dashboard - annually, Q Behavior reports, SJUSD annual School Culture/Climate Survey, The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) administered fall and spring, school behavior referrals

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

Areas that worked include:
Social Emotional Learning Assemblies linked to units taught in Second Step
Regular "Student Shout Outs" recognition of students exhibiting positive behavior
Schoolwide reinforcement system (PawRiffics) coupled weekly student store
Behavior Team that worked to establish behavior matrix form, revision of referral form and expansion of behavior expectations across the school

Areas that continue to need improvement include:
1. Consistency of enforcement of behavior expectations
2. Consistency of using schoolwide PawRiffic tickets
3. Communication between office- classroom and home for behavior incidents
4. Consistency of teaching SEL
5. Behavior documentation and clarity of behavior consequences

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

1. School Social worker collaboratively working with classrooms that had high student referrals (listening circles, Zones of Regulation)
2. Implemented Check in/Check Out system for students requiring Tier 2 behavioral support
3. Year long work by Behavior Team with ongoing consultation from full staff

2023-24
Identified Need

1. Professional Development and continued development of schoolwide systems for behavior which include: common behavior expectations, student referral process, positive reinforcement and student recognition
2. More in depth data tracking system to provide behavior analysis
3. Regularly scheduled opportunities to receive small group student input on school culture
4. . Materials and supplies to support school wide behavior system such as student store items, signage for school, documentation materials, positive reinforcement aides
5. Opportunities for student leadership, stewardship, recognition and student autonomy
6. Continued development of school wide aligned Social Emotional Learning instruction
7. Professional development dedicated to equity and inclusion including working with students on the spectrum, ADHD and English learners
8 Refinement of our multi-tiered system of support for behavior to include a more collaborative approach for behavioral plan development and implementation, including the development of a Tier 2 Behavior Support Team

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.4% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	2.6% suspended at least one day	
	Students with Disabilities	2.7% suspended at least one day	
	African American		
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0% suspended at least one day	
	Two or More Races	3.1% suspended at least one day	
	Pacific Islander		
	White	1.8% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	62.6%		Increase by 5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	69.5%		Increase by 5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	2.5%	Increase by 2%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Extra assignment pay for Behavior, SEL and Tier 2 Teams to promote positive behavior and supports and reduce suspensions.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500	2024-25 School Year
3.2	Purchase books and materials to support establishment of school wide behavior	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	750	2024-25 School Year

			4000-4999: Books And Supplies		
	management system, SEL, equity and inclusion.				
3.3	Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identify groups and clubs	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024-25 School Year
3.4	Implementation of parent workshops and events to increase school and academic connectedness	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	500	2024-25 School Year

			Site Allocation 4000-4999: Books And Supplies			
3.5	Materials and supplies to improve physical safety and supervision	All Students English Learners Low-Income Students Foster Youth X Lowest Performing				2024-25 School Year
3.6	Actively recruit diverse parent participation in school leadership roles	X All Students English Learners Low-Income Students Foster Youth Lowest Performing				2024-25 School Year
3.7	Utilize positive behavior expectations, social emotional support strategies and partnerships with caregivers to prevent student expulsion	All Students English Learners Low-Income Students Foster Youth X Lowest Performing				2024-25 School Year

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:
Student Achievement and Implementation of Standards

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
Site Intervention Teacher: Teach six-eight week reading and math intervention groups, track student data, collaborate with classroom teachers, and participate and lead professional learning.	August 2024-June 2025				
Part Time MTSS Academic Intervention Specialist: Teach six-eight week reading and/or math intervention groups, track student data, collaborate with with classroom teachers and site intervention and ELD teachers and participate professional learning.	August 2024-June 2025				
ELD Teacher (50%): Teach leveled ELD groups, track student progress, coordinate ELPAC and ELAC, collaborate with classroom and intervention teachers and participate in professional learning.	August 2024 - June 2025				

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

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
Half time MTSS Social Worker: Coordinate SAEBRS data collection and analysis, teach social groups, provide 1:1 support to students, coordinate check in/check out for tier 2 students, provide community resources to families, member of site attendance team, collaborate with staff members and participate in site professional learning.	August 2024-June 2025				
2.5 hour School Playground Recreation Aide-Supervise students in the cafeteria and on the playground, support and enforce behavioral expectations, conduct restorative conversations, document behavioral incidents.	August 2024 - June 2025				
3.5 hour School Playground Recreation Aide-Supervise students in the cafeteria and on the playground, support and enforce behavioral expectations, provide push in behavioral support, conduct restorative conversations, document behavioral incidents.	August 2024-June 2025				

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	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,000.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	13,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	13,000.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1		26,000.00
Goal 2		2,250.00
Goal 3		3,250.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Shane Molaison	Classroom Teacher
Anne Nava	Parent or Community Member
Sarah Sault	Parent or Community Member
Laura Weaver Sandeen	Parent or Community Member
Tracy Hartman	Parent or Community Member
Donna Corey	Classroom Teacher
Lydia Truitt	Classroom Teacher
Rose Melavic	Other School Staff
Sabrina Parsley	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 11,2024.

Attested:

	Principal, Sabrina Parsley on 6/11/24
	SSC Chairperson, Donna Corey on 6/11/24

Budget By Expenditures

Harry Dewey Fundamental Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental instructional materials and books to support core math/ELA curriculum, vocabulary development	4000-4999: Books And Supplies	$2,000.00	Connected School Communities	
Online digital curriculum subscriptions to enhance core curriculum	5000-5999: Services And Other Operating Expenditures	$13,000.00	Connected School Communities	
Professional development and collaboration time to work on continuous improvement cycles of learning	1000-1999: Certificated Personnel Salaries	$7,000.00	Connected School Communities	
Before/After school intervention for reading, math, ELD	1000-1999: Certificated Personnel Salaries	$3,000.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	$1,000.00	Connected School Communities	
Materials and supplies to support attendance improvement	4000-4999: Books And Supplies	$250.00	Healthy Environments for Social-Emotional Growth	
Extra assignment pay for outreach to combat chronic absenteeism	2000-2999: Classified Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth	
Materials and supplies to support Maker's lab and onsite clubs	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	
Communication tools to enhance two -way communication between school and home	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Social-Emotional Growth	

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Extra assignment pay for Behavior, SEL and Tier 2 Teams to promote positive behavior and supports and reduce suspensions.	1000-1999: Certificated Personnel Salaries	$1,500.00	Engaging Academic Programs
Purchase books and materials to support establishment of school wide behavior management system, SEL, equity and inclusion.	4000-4999: Books And Supplies	$750.00	Engaging Academic Programs
Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identify groups and clubs	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs
Implementation of parent workshops and events to increase school and academic connectedness	1000-1999: Certificated Personnel Salaries	$500.00	Engaging Academic Programs
Purchase supplies and materials to develop and enhance STEAM and Maker learning opportunities.	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures
Provide students with opportunities for stewardship, community service and leadership opportunities	1000-1999: Certificated Personnel Salaries	$500.00	Clear Pathways to Bright Futures
Provide opportunities for supplemental learning opportunities to enhance and extend curriculum.	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: $35,000.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Harry Dewey Fundamental Elementary School Total Expenditures: $35,000.00