

School Year: **2024-25**



# 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 28th, 2024	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

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Root Cause Analysis.....	4
Resource Inequities .....	4
Input from Educational Partners .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
Student Population.....	7
Overall Performance .....	8
Academic Performance.....	9
Academic Engagement.....	17
Conditions & Climate.....	21
Goals, Strategies, & Proposed Expenditures.....	24
SPSA/Goal 1 .....	24
SPSA/Goal 2.....	29
SPSA/Goal 3.....	34
Centralized Services for Planned Improvements in Student Performance .....	39
Budget Summary .....	40
Budget Summary .....	40
Other Federal, State, and Local Funds .....	40
Budgeted Funds and Expenditures in this Plan .....	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source .....	41
Expenditures by Budget Reference .....	41
Expenditures by Budget Reference and Funding Source .....	41
Expenditures by Goal.....	41
School Site Council Membership .....	43
Recommendations and Assurances .....	44

# 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

Involvement in developing the School Plan began in the fall of the 2023-2024 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.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.36%	%		2	
African American	2.64%	2.68%	1.72%	14	15	10
Asian	4.72%	4.47%	6.88%	25	25	40
Filipino	0.57%	0.36%	0.34%	3	2	2
Hispanic/Latino	17.74%	19.32%	19.10%	94	108	111
Pacific Islander	%	0%	%		0	
White	65.47%	63.15%	61.45%	347	353	357
Multiple/No Response	8.87%	9.66%	10.50%	47	54	61
	<b>Total Enrollment</b>			530	559	581

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	95	104	80
Grade 1	92	104	110
Grade 2	89	92	106
Grade3	81	89	107
Grade 4	79	87	88
Grade 5	94	83	90
<b>Total Enrollment</b>	530	559	581

# 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	17	30	43	5.00%	3.2%	7.4%
Fluent English Proficient (FEP)	21	12	16	2.80%	4.0%	2.8%
Reclassified Fluent English Proficient (RFEP)				3.7%		

# 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
<b>559</b>	<b>23.3</b>	<b>5.4</b>	<b>0.4</b>
Total Number of Students enrolled in Mariemont 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	5.4
Foster Youth	2	0.4
Homeless	3	0.5
Socioeconomically Disadvantaged	130	23.3
Students with Disabilities	75	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.7
American Indian	2	0.4
Asian	25	4.5
Filipino	2	0.4
Hispanic	108	19.3
Two or More Races	54	9.7
White	353	63.1

# School and Student Performance Data

## Overall Performance





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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance English Language Arts

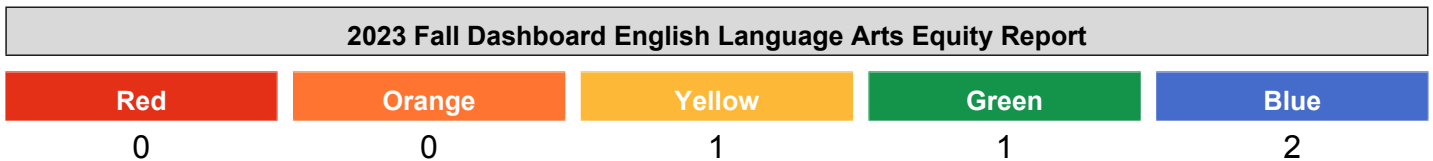
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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		
<b>All Students</b>  Green 44.5 points above standard Increased +5.4 points 241 Students	<b>English Learners</b> 22.7 points below standard Decreased Significantly -17.8 points 16 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Blue 29.4 points above standard Increased Significantly +33.2 points 67 Students	<b>Students with Disabilities</b>  Yellow 51.8 points below standard Increased Significantly +40.9 points 36 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	Less than 11 Students  1 Student	Less than 11 Students  7 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 10.1 points above standard Increased +13.1 points  56 Students	30.2 points above standard Increased Significantly +36.9 points  24 Students	 No Performance Color 0 Students	 Blue 60 points above standard Maintained +2.9 points  148 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
66.5 points below standard  11 Students	Less than 11 Students  5 Students	49.6 points above standard Increased +7.9 points  223 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.

Students with disabilities are scoring lower than "All" students. This subgroup scored 51.8 points below the standard whereas "All" students score 44.5 above the standard. It should be noted that this subgroup increased significantly from the previous year. In addition to students with disabilities, English learners decreased significantly and are 22.7 points below standard.

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. 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.

Additional training and support material for English learners including but not limited to ELAchieve and GLAD strategies.

After school tutoring specifically for students with disabilities.

# School and Student Performance Data

## Academic Performance Mathematics

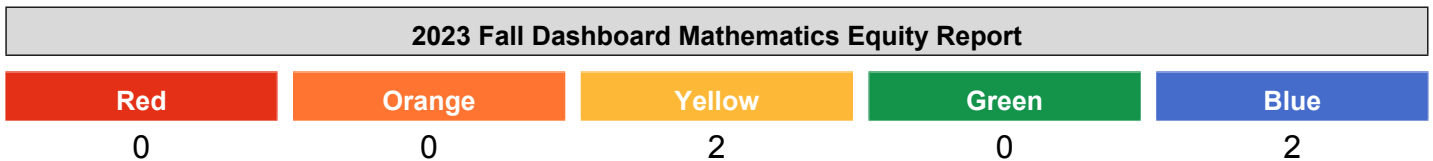
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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		
<b>All Students</b>  Green 23.7 points above standard Maintained +2.9 points 237 Students	<b>English Learners</b> 27.7 points below standard Increased Significantly +17.4 points 16 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Blue 4.3 points above standard Increased Significantly +38.3 points 64 Students	<b>Students with Disabilities</b>  Yellow 65.4 points below standard Increased Significantly +31.4 points 34 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  7 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.1 points below standard Maintained -0.9 points 54 Students	9.5 points above standard Increased +9.8 points 24 Students	 No Performance Color 0 Students	 Blue 39.1 points above standard Increased +5.5 points 148 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
64.9 points below standard 11 Students	Less than 11 Students  5 Students	27.4 points above standard Maintained +2.7 points 219 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.

Both Students with Disabilities as well as English learners are scoring lower than all other subgroups. English learners increased significantly from the previous year yet are 27.7 points below standard. Students with Disabilities also increased significantly yet are 65.4 points below standard. When looking at race/ethnicity, Hispanic students are scoring significantly lower than any other race/ethnicity and are 12.1 points below standard.

The Site Leadership Team met every other week and voiced concern about school culture, intervention, professional learning, math, and data conversations.

Professional learning specific to Math Tier I strategies, supplemental math supplies (possible manipulatives) and/or data conversations with teachers.

# School and Student Performance Data

## Academic Performance English Learner Progress

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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
0.722% making progress towards English language proficiency
Number of EL Students: 18 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
2	3	0	13

#### Lowest Performing Group:

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

Although we do not have enough English learners that take CASSPP to have a performance level, we did have 13 students that progressed at least one ELPI level. In comparison, we had two students that decreased and three students that maintained their level on ELPAC.

Possible reasons for why our students are making adequate progress on ELPAC is due to an increased focus on Designated ELD. One reason for why some students are decreasing and/or maintaining their ELPAC level could be due to an increase in the number of English learners we are now serving, or a needed increase in integrated ELD schoolwide for language instruction to be the by-product throughout the entire day.

Targeted training for teachers on explicit language instruction in addition to supplemental materials for English Language Development.



# School and Student Performance Data

## Academic Performance College/Career Report

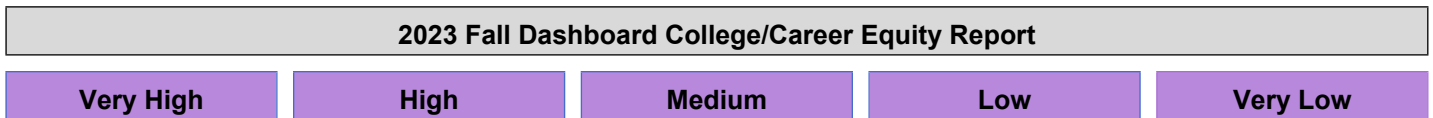
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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 Report by 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

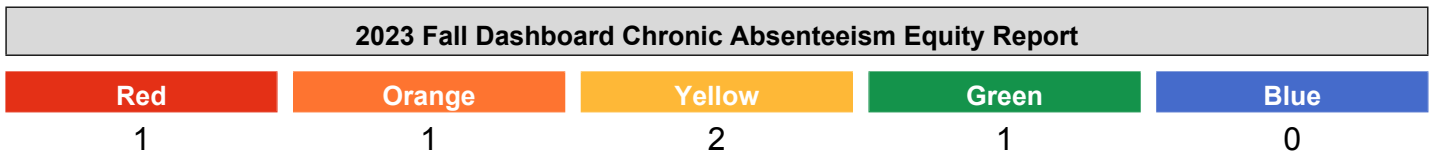
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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		
<p><b>All Students</b></p>  <p>Yellow</p> <p>15.3% Chronically Absent</p> <p>Declined Significantly -4.4</p> <p>602 Students</p>	<p><b>English Learners</b></p> <p>29.8% Chronically Absent</p> <p>Declined -1</p> <p>47 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>31.5% Chronically Absent</p> <p>Declined Significantly -6.9</p> <p>184 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>29.3% Chronically Absent</p> <p>Declined -11.1</p> <p>92 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>72.7% Chronically Absent</p> <p>Declined -0.6</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>9.7% Chronically Absent</p> <p>Declined -8.8</p> <p>31 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>18.8% Chronically Absent</p> <p>Declined -11.6</p> <p>117 Students</p>	<p> Red</p> <p>21.8% Chronically Absent</p> <p>Increased 4.5</p> <p>55 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Green</p> <p>9.9% Chronically Absent</p> <p>Declined Significantly -5.1</p> <p>373 Students</p>

**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.

Our chronic absenteeism rate declined significantly from the previous year yet our Students with Disabilities are still significantly higher than any other sub-group. This sub groups is absent 29.3% while all student groups are at 15.3%. One thing we noticed in our data is that our African American students are significantly higher than any other race/ethnicity. Statistically, this ethnic group does not have a large enough number to statistically significant yet we wanted to call out that this group is chronically absent 72.7%. In addition, our Two or More Races are also absent significantly higher at 21.8% and since this race/ethnic sub-group is statistically significant, they are red on the dashboard.

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 School Plan for Student Achievement, and climate survey data to ensure that these interventions improve feelings of connectedness and student attendance for our students.

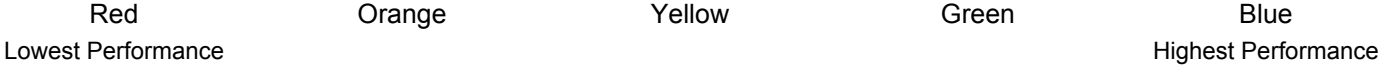
# School and Student Performance Data

## Academic Engagement Graduation Rate

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

**2023 Fall Dashboard Graduation Rate by 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

## Conditions & Climate Suspension Rate

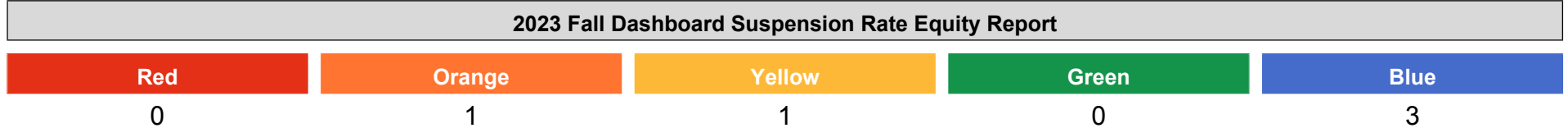
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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**

  
 Blue

0.5% suspended at least one day

Maintained -0.2  
608 Students

**English Learners**

2.1% suspended at least one day

Increased 2.1  
48 Students


**Foster Youth**

Less than 11 Students  
2 Students

**Homeless**

Less than 11 Students  
4 Students


**Socioeconomically Disadvantaged**

  
 Blue

0.5% suspended at least one day

Maintained -0.2  
188 Students





**Students with Disabilities**

  
 Orange

1.1% suspended at least one day

Increased 1.1  
93 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 22 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 31 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8 119 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 55 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>0.5% suspended at least one day</p> <p>Declined -0.6 377 Students</p>

**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.

Only 0.5% of all students were suspended at least one day which was similar to last school year so the indicator color is blue with "Maintained" as status and change. In comparison, 1.1% of our Students with Disabilities were suspended at least one day which was also an increase from the previous school year. When looking specifically at our race/ethnicity groups of students, 0.8% of our Hispanic students are suspended at least one day which was also an increase from last school year.

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.

Training and/or supplemental material around Social Emotional Learning as well as regulating feelings.

# 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?

iReady data for English Language Arts - every trimester  
iReady data for Mathematics - every trimester  
Text levels - every 6-8 weeks  
ELPAC data - once a year

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.

**2023-24**

**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 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
ELA State Assessment: Change in scale score	All Students	44.5 points above standard	+3 scale score points
	English Learners	22.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	29.4 points above standard	
	Students with Disabilities	51.8 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
Hispanic	10.1 points above standard		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Two or More Races 30.2 points above standard Pacific Islander White 60 points above standard	
Math State Assessment: Change in scale score	All Students 23.7 points above standard English Learners 27.7 points below standard Foster Youth Homeless Socioeconomically Disadvantaged 4.3 points above standard Students with Disabilities 65.4 points below standard African American American Indian Asian Filipino Hispanic 12.1 points below standard Two or More Races 9.5 points above standard Pacific Islander White 39.1 points above standard	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.722%	+2%
English Learner Reclassification:	2.04%	+0.5%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Percentage of English language learners who are reclassified to Fluent English Proficient

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 instructional materials for reading and/or math targeting skills and strategies that students need in order to gain independence.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	2024-25
1.2	Provide before/after school intervention to low performing targeted students in Math and ELA.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25
1.3	Provide training and supplemental material specific to English learners. (curriculum,	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	500 500	2024-25

	books, licenses, etc.)		4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.4	Purchase instructional materials to support the needs of EL learners.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,800	2024-25
1.5	Provide extracurricular activities for targeted groups	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2024-25

# 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?

Attendance rates - monthly

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

Attendance rates are 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.

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

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.

**2023-24**

**Identified Need**

Extra clerk hours to target our students with disabilities that are chronically absent as well as our Two or More Races.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																												
<p>Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8</p>	<table border="0"> <tr> <td>All Students</td> <td>15.3% Chronically Absent</td> </tr> <tr> <td>English Learners</td> <td>29.8% Chronically Absent</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td></td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>31.5% Chronically Absent</td> </tr> <tr> <td>Students with Disabilities</td> <td>29.3% Chronically Absent</td> </tr> <tr> <td>African American</td> <td>72.7% Chronically Absent</td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td>9.7% Chronically Absent</td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>18.8% Chronically Absent</td> </tr> <tr> <td>Two or More Races</td> <td>21.8% Chronically Absent</td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> <tr> <td>White</td> <td>9.9% Chronically Absent</td> </tr> </table>	All Students	15.3% Chronically Absent	English Learners	29.8% Chronically Absent	Foster Youth		Homeless		Socioeconomically Disadvantaged	31.5% Chronically Absent	Students with Disabilities	29.3% Chronically Absent	African American	72.7% Chronically Absent	American Indian		Asian	9.7% Chronically Absent	Filipino		Hispanic	18.8% Chronically Absent	Two or More Races	21.8% Chronically Absent	Pacific Islander		White	9.9% Chronically Absent	<p>-0.5%</p>
All Students	15.3% Chronically Absent																													
English Learners	29.8% Chronically Absent																													
Foster Youth																														
Homeless																														
Socioeconomically Disadvantaged	31.5% Chronically Absent																													
Students with Disabilities	29.3% Chronically Absent																													
African American	72.7% Chronically Absent																													
American Indian																														
Asian	9.7% Chronically Absent																													
Filipino																														
Hispanic	18.8% Chronically Absent																													
Two or More Races	21.8% Chronically Absent																													
Pacific Islander																														
White	9.9% Chronically Absent																													
<p>Attendance: Percentage of the school year attended for students in TK-12</p>	<p>93.94%</p>	<p>+2%</p>																												

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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	Pay additional time for	All Students English Learners	LCFF Supplemental	4,383	2024-25

	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. PC 32808	Low-Income Students Foster Youth X Lowest Performing Two or More Races	Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	5,889	
2.2	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 Lowest Performing			2024-25
2.3	Implement and promote college themed spirit days to provide opportunities to explore college interests and in	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	2024-25



	part to increase attendance.				
2.4		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

# 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?

Discipline records - monthly  
mySAEBRS - monthly  
Social Worker Anecdotal data - each trimester  
District survey - yearly

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

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.

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.

**2023-24**

**Identified Need**

The number of behavior referrals highlights the need for social worker support and social/emotional instruction/intervention support/resources. 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
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	-0.3%
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Asian Filipino Hispanic Two or More Races Pacific Islander White	0% suspended at least one day 0.8% suspended at least one day 0% suspended at least one day 0.5% suspended at least one day
Expulsion Rate: Percentage of students expelled from school.	0.00%	
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	75.0%	
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	75.4%	
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).	.	

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	Pay additional time for	X All Students English Learners	LCFF Supplemental	2,000	2024-25

	recreational assistant(s) as needed to increase school-wide safety measures and support a positive school climate.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	1,500	
3.2	Purchase safety resources and materials to support and sustain a positive, safe school climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	928	2024-25
3.3	Utilize listening sessions to increase student, parent, and staff voice.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25
3.4	Purchase materials to support the teaching, and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1,000	2024-25

	modeling of respectful communication, social emotional development, character development, and conflict resolution throughout the school community.		4000-4999: Books And Supplies		
3.5	Provide assemblies and programs that promote positive behavior, antibullying, and recognition of our school community.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing Homeless			

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

## Centralized Services

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

<b>SCHOOL GOAL #2:</b>
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

<b>SCHOOL GOAL #3:</b>
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

# 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	6,383.00
3000-3999: Employee Benefits	7,389.00
4000-4999: Books And Supplies	17,228.00
5000-5999: Services And Other Operating Expenditures	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,383.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	7,389.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,228.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,800.00

Goal 2

12,272.00

Goal 3

5,428.00

# 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 05/28/24.

Attested:

CPetroni

Principal, Cris Petroni on 05/28/24

BFahey

SSC Chairperson, Brooke Fahey on 05/28/24

# Budget By Expenditures

## Mariemont Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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	Connected School Communities	
Provide training and supplemental material specific to English learners. (curriculum, books, licenses, etc.)	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
Purchase instructional materials to support the needs of EL learners.	4000-4999: Books And Supplies	\$4,800.00	Connected School Communities	
Provide extracurricular activities for targeted groups	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$500.00	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. PC 32808	2000-2999: Classified Personnel Salaries	\$4,383.00	Healthy Environments for Social-Emotional Growth	
Implement and promote college themed spirit days to provide opportunities to explore college interests and in part to increase attendance.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$5,889.00	Healthy Environments for Social-Emotional Growth	

## Mariemont Elementary School

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	\$2,000.00	Engaging Academic Programs
Purchase safety resources and materials to support and sustain a positive, safe school climate.	4000-4999: Books And Supplies	\$928.00	Engaging Academic Programs
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	Engaging Academic Programs
	3000-3999: Employee Benefits	\$1,500.00	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