

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
Mary Deterding Elementary School	34-67447-6034508	5-21-24	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

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.....	20
Goals, Strategies, & Proposed Expenditures.....	23
SPSA/Goal 1 .....	23
SPSA/Goal 2.....	31
SPSA/Goal 3.....	36
Centralized Services for Planned Improvements in Student Performance.....	42
Budget Summary .....	44
Budget Summary .....	44
Other Federal, State, and Local Funds .....	44
Budgeted Funds and Expenditures in this Plan.....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source .....	45
Expenditures by Budget Reference .....	45
Expenditures by Budget Reference and Funding Source .....	45
Expenditures by Goal.....	46
School Site Council Membership .....	47
Recommendations and Assurances .....	48

# 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

School Site Council 5/21-24, School Site Council 4/23/24, Staff Survey 4/18/24, Leadership Meeting 4/22/24, Staff Meeting 4/9/24, School Site Council 2/27/24, School Site Council 12/12/23, School Site Council 10/24/23

# 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	0.32%	0.33%	0.16%	2	2	1
African American	3.97%	4.58%	3.41%	25	28	21
Asian	10.17%	10.29%	12.50%	64	63	77
Filipino	0.32%	0.65%	0.49%	2	4	3
Hispanic/Latino	19.24%	19.12%	17.53%	121	117	108
Pacific Islander	0.16%	0%	0.16%	1	0	1
White	54.05%	53.1%	54.55%	340	325	336
Multiple/No Response	11.76%	11.93%	11.20%	74	73	69
<b>Total Enrollment</b>				629	612	616

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	68	53	50
Grade 1	75	79	79
Grade 2	100	106	100
Grade3	102	104	105
Grade 4	99	96	115
Grade 5	111	98	114
Grade 6	74	76	53
<b>Total Enrollment</b>	629	612	616

# 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	102	106	138	11.60%	16.2%	22.4%
Fluent English Proficient (FEP)	63	65	55	9.90%	10.0%	8.9%
Reclassified Fluent English Proficient (RFEP)				8.6%		

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>612</b>	<b>42</b>	<b>17.3</b>	
Total Number of Students enrolled in Mary Deterding 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
<b>English Learners</b>	106	17.3
<b>Foster Youth</b>		
<b>Homeless</b>	14	2.3
<b>Socioeconomically Disadvantaged</b>	257	42
<b>Students with Disabilities</b>	64	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	28	4.6
<b>American Indian</b>	2	0.3
<b>Asian</b>	63	10.3
<b>Filipino</b>	4	0.7
<b>Hispanic</b>	117	19.1
<b>Two or More Races</b>	73	11.9
<b>White</b>	325	53.1

# School and Student Performance Data

## Overall Performance






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### 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>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Performance English Language Arts

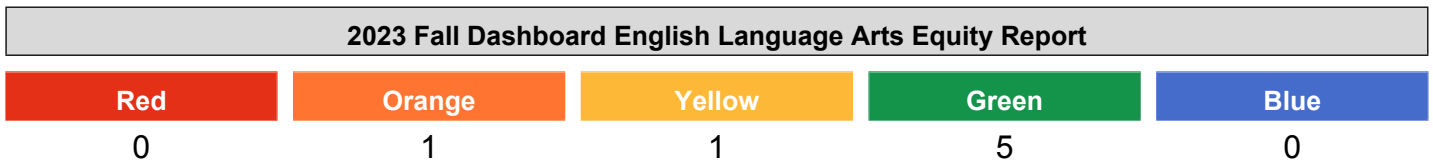
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This section provides number of student groups in each level.



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 34.5 points above standard Maintained +2.3 points 352 Students	<b>English Learners</b>  Orange 10.2 points below standard Decreased -4.7 points 70 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 16.6 points above standard Increased Significantly +41.7 points 12 Students	<b>Socioeconomically Disadvantaged</b>  Green 0.6 points above standard Increased +5.2 points 163 Students	<b>Students with Disabilities</b>  Yellow 29 points below standard Increased +14.1 points 48 Students

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

African American	American Indian	Asian	Filipino
24.1 points below standard Increased Significantly +39 points 13 Students	Less than 11 Students  2 Students	 Green 67.2 points above standard Decreased Significantly - 42.9 points 33 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 13.4 points above standard Increased +9.4 points 77 Students	 Green 43.5 points above standard Maintained +1 points 42 Students	 No Performance Color 0 Students	 Green 40.4 points above standard Increased +11.1 points 183 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
89 points below standard Increased +6.9 points 33 Students	60 points above standard Decreased -13.6 points 37 Students	43.4 points above standard Increased +4.1 points 260 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 34.5 points above standard which was similar to the previous school year. The lowest performing group is the current English Language Learners. English learners scored 10.2 points below standard which was a decrease from the previous school year. We have no groups in the red with the EL group in orange.

The students are still learning English and acquiring the language. While they are showing growth individually, the data shows a decrease because of the new students who have joined our school this year. We have an increase of EL students and newcomers to the country. Teachers could benefit from addition professional learning around meeting the specific needs of newcomer students.

Continued support from our ELD teacher and BIA. Students are sometimes serviced in intervention groups to focus on more of the academic piece whereas our ELD teacher is focusing on language acquisition. We would like to allot more money for supplies and materials to better support the EL students. With increased numbers, classroom teachers are responsible for making sure students get their 30 minutes of ELD instruction per day.

# School and Student Performance Data

## Academic Performance Mathematics

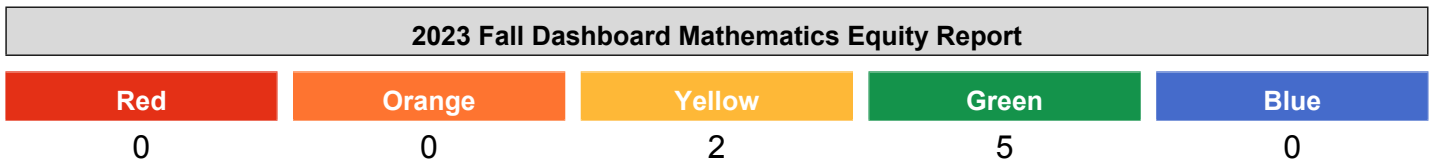
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This section provides number of student groups in each level.



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 12.1 points above standard Maintained -0.2 points 352 Students	<b>English Learners</b>  Green 24.8 points below standard Increased +5.3 points 70 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 11.9 points below standard Increased Significantly +54.4 points 12 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 20.7 points below standard Maintained -1.8 points 163 Students	<b>Students with Disabilities</b>  Yellow 43.9 points below standard Increased Significantly +22.1 points 48 Students

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

African American	American Indian	Asian	Filipino
68.1 points below standard Increased Significantly +21 points 13 Students	Less than 11 Students  2 Students	 Green 49.5 points above standard Decreased Significantly - 43.9 points 33 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.5 points below standard Increased Significantly +18.9 points 77 Students	 Green 17.6 points above standard Decreased -11.6 points 42 Students	 No Performance Color 0 Students	 Green 18 points above standard Increased +7.3 points 183 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
102.8 points below standard Decreased -7.3 points 33 Students	44.7 points above standard Increased Significantly +17.6 points 37 Students	19.2 points above standard Maintained -1.6 points 260 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 12.1 points above standard which was similar to the previous school year. Two groups are in the yellow section: socioeconomic disadvantaged students and students with disabilities. Socioeconomically disadvantaged students scored 20.7 points below standard which was similar to the previous school year. Students with Disabilities scored 43.9 points below standard which was a significant increase from the previous school year.

Some of the students in the socioeconomic disadvantaged student group are new to the site in the last few years and did not have a foundation of math at Deterding. We are noticing a trend with incoming students who have attended multiple other schools and their lack of math skills. Providing differentiated instruction for incoming students is an area of growth.

We have an intervention teacher who works with our upper grade students struggling in math. The students are also identified as socioeconomically disadvantaged. There are considerable foundational skills that are missing for these students and we are targeting with intervention using math recovery.

# School and Student Performance Data

## Academic Performance English Learner Progress

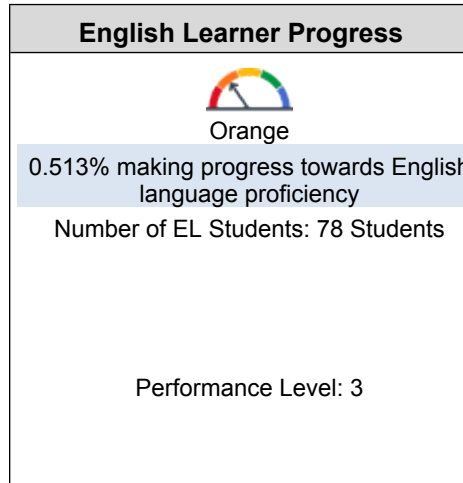
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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
10	28	0	40

#### Lowest Performing Group:

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

There are 40 students who progressed at least one ELPI level. 28 students maintained their level and 10 decreased, so we would like to focus on breaking down why and what supports are needed. Overall, 0.513% of our English learners are making progress on ELPAC.

We have a few students who are not making growth with ELPI or in class. Those students have been brought to SST and some are being tested. Other students are very new to the country and taking a little longer to acquire language. Professional learning around meeting the needs of English learners specifically explicit language development is an area of growth.

Continued intervention, support for math recovery, and use of IA's to pull students in small groups.

# School and Student Performance Data

## Academic Performance College/Career Report

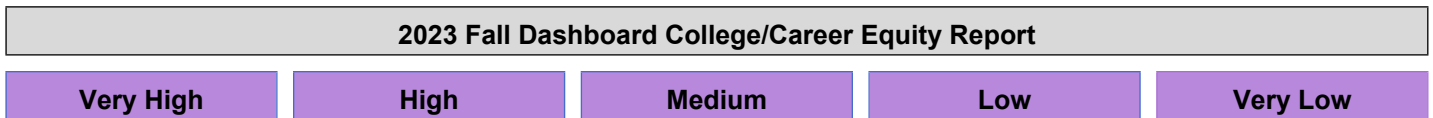
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Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A	N/A	N/A
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
N/A	N/A	N/A

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
N/A	N/A	N/A	N/A
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
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.

n/a
n/a
n/a



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

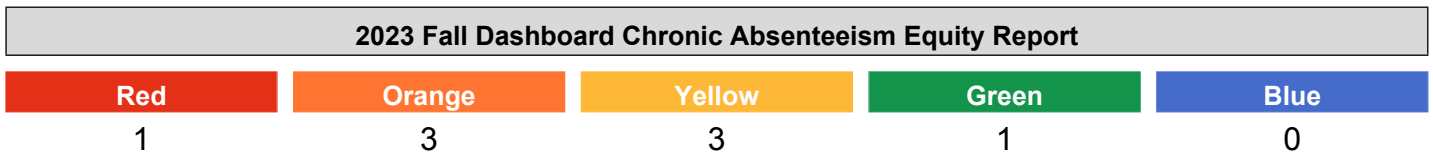
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This section provides number of student groups in each level.



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>18.8% Chronically Absent</p> <p>Declined Significantly -7.7</p> <p>642 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>23.2% Chronically Absent</p> <p>Declined -6</p> <p>125 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>29.4% Chronically Absent</p> <p>Declined -23.2</p> <p>17 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>27.9% Chronically Absent</p> <p>Declined Significantly -10.4</p> <p>319 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>25.8% Chronically Absent</p> <p>Declined -12</p> <p>89 Students</p>

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

African American	American Indian	Asian	Filipino
 Yellow 20% Chronically Absent Declined -25.2 30 Students	Less than 11 Students 2 Students	 Green 10% Chronically Absent Declined -5.4 70 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28.9% Chronically Absent Declined -10.8 121 Students	 Red 20.8% Chronically Absent Maintained 0.3 77 Students	 No Performance Color 0 Students	 Yellow 16.6% Chronically Absent Declined Significantly -7.5 338 Students

**Lowest Performing Student Groups:**

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

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18.8% of all students were chronically absent which was a significant decrease from the previous school year. The only "red" indicator is for two or more races. 20.8% of students identified as Two or More Races were chronically absent which was similar to the previous school year.

We have 77 students in this category and 20.8% are chronically absent. That is approximately 16 students and some of the students are siblings. Overall, it is approximately 8 families total. The families are relatively new to our site and have a history of moving schools frequently. Meeting with new students to Deterding is an area of possible growth to learn the barriers to getting to school.

We used incentives to encourage students to attend school, but in these cases, the choice was not up to the students. They could not get to school without transportation and relied on a parent or adult to get them to school. We held attendance conferences with these families and saw improvement short term. Frequent encouragement and offers to families to support their students getting to school are needed.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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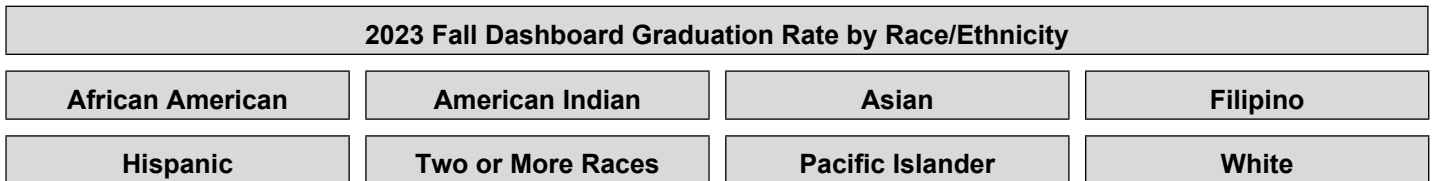
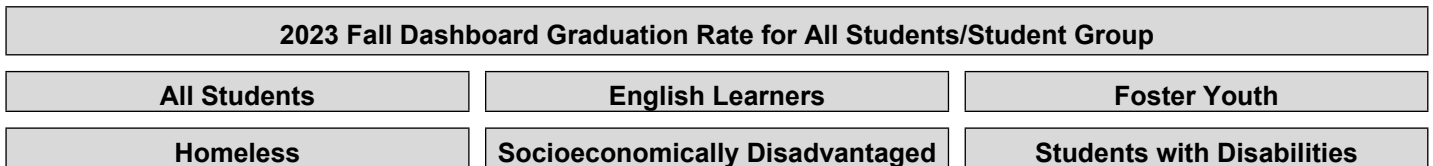
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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



### 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

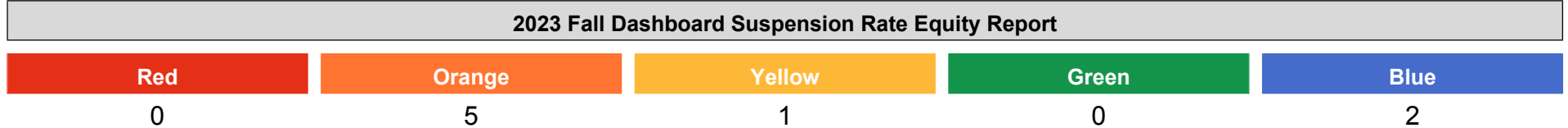
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This section provides number of student groups in each level.



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**

  
 Orange

1.4% suspended at least one day

Increased 0.7  
649 Students

**English Learners**

  
 Blue

0% suspended at least one day

Maintained 0  
129 Students

**Foster Youth**


Less than 11 Students  
1 Student

**Homeless**

5.9% suspended at least one day

Increased 1.1  
17 Students


**Socioeconomically Disadvantaged**

  
 Yellow

1.9% suspended at least one day

Maintained 0.2  
323 Students







**Students with Disabilities**

  
 Orange

3.3% suspended at least one day

Increased 1  
90 Students

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

African American	American Indian	Asian	Filipino
 Orange 3.3% suspended at least one day Increased 0.6 30 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 71 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.6% suspended at least one day Increased 0.9 124 Students	 Orange 2.6% suspended at least one day Increased 1.4 77 Students	 No Performance Color 0 Students	 Orange 1.2% suspended at least one day Increased 0.6 341 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 once during the school year which is an increase from the previous school year. The lowest areas are African American, two or More Races, Students with Disabilities, Hispanic, African American, and White students. 3.3% of our Students with Disabilities were suspended at least one day which was an increase from the previous school year. 3.3% of our African American students were suspended at least one day which was an increase from the previous school year. 1.6% of our Hispanic students were suspended at least one day which was an increase from the previous school year. 2.6% of our students identified as Two or More Races were suspended at least one day which was an increase from the previous school year and 1.2% of our white students were suspended at least one day which was an increase from the previous school year.

Our suspension rates are incredibly low. We rarely suspend students and instead opt for restorative conversations. However, sometimes suspension is warranted. While the indicators are orange, that is only because we had a few more suspensions total for the year more than last year. Our rate of 1.4% suspensions overall is low.

We need to continue to have our Safety personnel out at recess where most issues arise. Support from school counselors is also important for students to help with root issues. Our conflict managers are helping with immediate conflicts at recess.

# 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 from 2nd trimester (ELA):

71% of Kindergarten students are at or above grade level.

52% of 1st grade students are at or above grade level.

59% of 2nd grade students are at or above grade level.

75% of 3rd grade students are at or above grade level.

61% of 4th grade students are at or above grade level.

66% of 5th grade students are at or above grade level.

40% of 6th grade students are at or above grade level (\*RL class drops off after 5th grade- accounts for drop in scores).

15% of EL students are at or above grade level.

42% of low SES students are at or above grade level.

iReady Data from 2nd trimester (math):

56% of Kindergarten students are at or above grade level.

35% of 1st grade students are at or above grade level.

38% of 2nd grade students are at or above grade level.

62% of 3rd grade students are at or above grade level.

58% of 4th grade students are at or above grade level.

57% of 5th grade students are at or above grade level.

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

11% of EL students are at or above grade level.

30% of low SES students are at or above grade level.

CAASPP Data from 2022-23

63% of students met or exceeded standards in ELA

57% of students met or exceeded standards in math

100% of EL students received at least 30 minutes of Designated ELD instruction daily either provided by the ELD teacher or the classroom teacher.

ELAPC Data from 2022-23

1% of EL students are level 4

43% of EL students are level 3

19% of EL students are level 2

37% of EL students are level 1

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

Things that worked include: intervention from classroom and intervention teachers, support from ELD teacher, IA's working in K-2 classrooms, differentiated grouping, and PLC's. We did not have things that did not work, but we had an increase in EL students who were learning English and made growth, but not enough to quite be at grade level yet. You can see that as our EL students progress through the grades, the amount of students at grade level also goes up. It is a direct correlation to being in school to acquire language.

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

We added training for teachers in ELD and math recovery.



## 2023-24

### Identified Need

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students 34.5 points above standard English Learners 10.2 points below standard Foster Youth Homeless 16.6 points above standard Socioeconomically Disadvantaged 0.6 points above standard Students with Disabilities 29 points below standard African American 24.1 points below standard American Indian Asian 67.2 points above standard Filipino Hispanic 13.4 points above standard Two or More Races 43.5 points above standard Pacific Islander	+3 scale score points

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	40.4 points above standard	
Math State Assessment: Change in scale score	All Students	12.1 points above standard	+3 scale score points
	English Learners	24.8 points below standard	
	Foster Youth		
	Homeless	11.9 points below standard	
	Socioeconomically Disadvantaged	20.7 points below standard	
	Students with Disabilities	43.9 points below standard	
	African American	68.1 points below standard	
	American Indian		
	Asian	49.5 points above standard	
	Filipino		
	Hispanic	6.5 points below standard	
	Two or More Races	17.6 points above standard	
	Pacific Islander		
White	18 points above standard		
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.513%		+2%
English Learner Reclassification:	8.53%		10%

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 materials and supplies to support learning in the classroom (i.e. pens, pencils, paper, etc.).	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1800	2024-25
1.2	Professional Learning Communities training for all teachers at the start of school from Solution Tree.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	6000	2024-25
1.3	Dolphin Academy	All Students			2024-25

	tutoring afterschool. Three week sessions, seven sessions per year, to increase and support student achievement.	X English Learners X Low-Income Students Foster Youth X Lowest Performing Two or More Races			
1.4	Purchase Accelerated Reader to support the goal of increasing reading levels and fostering the love of reading in students grades 3-6.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6000	2024-25
1.5	Purchase Starfall for Kinder students to support learning in reading and math as an extension of the teaching.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	400	2024-25
1.6	ELD supplies to purchase as	All Students X English Learners	LCFF Supplemental	1000	2024-25

	needed to support instruction during the school day.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
1.7	Teacher and IA salaries for after school instruction.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	8000	2024-25
1.8	Purchase iPads to update the technology for science to go with the coding robots.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	2024-25
1.9	Purchase Studies Weekly for Kinder and 5th grade teachers to pilot for science to	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2000	2024-25

supplement  
TWIG.

4000-4999:  
Books And  
Supplies

# 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 for 2023-24:

All: 94.81%

EL: 94.04%

Low SES: 93.33%

African American: 94.01%

Two or More Races: 95.33%

Chronic Absenteeism 2023-24:

All: 17%

EL:22%  
 Low SES: 20%  
 African American: 28%  
 Two or More Races: 16%

Staff Survey on Attendance Incentives (bringing these back for 24-25):  
 Individual incentives: 100%  
 Class incentives: 85%  
 Grade level incentives 85%

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

Our overall attendance rate went up almost 2%. Additionally, we had a significant drop in our Chronic Absenteeism during this school year. We made a concerted effort to meet with families more often and offer incentives to be at school on time. Students could earn lunch with the principal and a friend of their choice which was really motivating. During Covid and after, we stopped doing individual and class attendance awards. The staff and Leadership team discussed and then voted on bringing back incentives for attendance we had in place prior to Covid. We implemented the House system in 23-24 and it was hugely successful in creating an engaging way for students to be part of the community. Students earned points for their involvement in the classroom and at recess times.

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

We continued to offer incentives with seeing the positive results.

**2023-24**

**Identified Need**

The percentage of students who are chronically absent is still too high and we will continue to work on identifying those students/families and offering supports as well as incentives.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	18.8% Chronically Absent
	English Learners	23.2% Chronically Absent
	Foster Youth	
		-0.5%



Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Homeless 29.4% Chronically Absent</p> <p>Socioeconomically Disadvantaged 27.9% Chronically Absent</p> <p>Students with Disabilities 25.8% Chronically Absent</p> <p>African American 20% Chronically Absent</p> <p>American Indian</p> <p>Asian 10% Chronically Absent</p> <p>Filipino</p> <p>Hispanic 28.9% Chronically Absent</p> <p>Two or More Races 20.8% Chronically Absent</p> <p>Pacific Islander</p> <p>White 16.6% Chronically Absent</p>	
<p>Attendance: Percentage of the school year attended for students in TK-12</p>	<p>93.64%</p>	<p>94.81</p>
<p>High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)</p>	<p>N/A</p>	<p>N/A</p>
<p>Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.</p>	<p>N/A</p>	<p>N/A</p>
<p>Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.</p>	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p>	<p>.</p>

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
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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	Provide incentives for students to encourage students to come to school everyday and on time.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2024-25
2.2	Support African American/Black families with attendance specifically	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation		2024-25

	chronic absenteeism by checking in frequently to offer help and incentives to get to school and referring for community resources.	X Lowest Performing African American			
2.3	Implement House system to improve SEL and school climate. Supplies purchased for students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2024-25
2.4	Implement House system- Certificated Personnel as House Leaders (4 teachers @ \$2000)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	6000	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

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?

Parent Survey

School Safety:

74.4% of parents

95.65% of staff

Connectedness:

87.2 % of parents

100% of staff

Suspension Rates 2023-24  
 1.1% home suspensions  
 .03% in school suspensions

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

Less than 6% of parents took the survey. A significant amount of answers were neutral so when looking at agree and neutral, the percentages are near 100%. After talking to parents to inquire if they took the survey or not, the consensus was they did not feel they needed to because they are satisfied with the school and how their student is achieving. The comments were very positive, while some of the ratings were neutral or lower than normal. We had more resources through ELO funds to meet the academic and social/emotional needs of students. However, we still feel that students need more support with anger management and conflict resolution.

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

We added more supervision at recess as well as fun activities that were organized to keep students from engaging in conflict with their own games/activities. We added Conflict Managers to our recesses this year for grades 1-6 and that really helped solve many of the minor altercations.

**2023-24**

**Identified Need**

We need to continue to work on managing conflict during recess times as these are the periods where students are having trouble remaining safe by keeping hands to self. Hands-on fighting is what has led to the suspensions this year.

**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	1.4% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	5.9% suspended at least one day	
	Socioeconomically Disadvantaged	1.9% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Students with Disabilities 3.3% suspended at least one day African American 3.3% suspended at least one day American Indian Asian 0% suspended at least one day Filipino Hispanic 1.6% suspended at least one day Two or More Races 2.6% suspended at least one day Pacific Islander White 1.2% 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.	69.6%	87.2
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	75.1%	74.4
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	Provide more assemblies to engage and enrich the learning environment.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	2024-25
3.2	Provide virtual field trips for students who do not wish to attend off campus field trips.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	2024-25
3.3	Continue to use conflict managers at recess to improve safety at recess times.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation		2024-25

3.4	Utilize the MTSS staff to support the needs of students not identified as special ed, but who are struggling academically and socially.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation		2024-25
3.5	In conjunction with House system, student leaders will run recess activities to engage students at least once a week.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation		2024-25
3.6	Provide parent classes to support their learning to better support their children with education.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2024-25
3.7	Use Rec Aides to support behavior and safety during recess time.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified	3933	2024-25



			Personnel Salaries		
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# 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
Provide primary language support to students who are English learners in core content areas outside of ELD.	August 2024 - June 2025	BIA 1.0 FTE	2000-2999: Classified Personnel Salaries		

<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)

<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
MTSS Counselor to identify and support students academically and socio-emotionally.	August 2024 - June 2025	Counselor	1000-1999: Certificated Personnel Salaries		

# 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	\$59,133.00

## 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 Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$55,200.00

Subtotal of state or local funds included for this school: \$59,133.00

Total of federal, state, and/or local funds for this school: \$59,133.00

# 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	55,200	0.00
LCFF Rec Aide Allocation	3,933	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	55,200.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	11,933.00
4000-4999: Books And Supplies	17,800.00
5000-5999: Services And Other Operating Expenditures	17,400.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,800.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	17,400.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,200.00
Goal 2	12,000.00
Goal 3	15,933.00

# School Site Council Membership

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

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

Name of Members	Role
Kristen Miller	Other School Staff
Gretchen Johnson	Classroom Teacher Parent or Community Member
Katherine Flores	Classroom Teacher
Jennifer Palmer	Parent or Community Member
Melanie Allen	Principal
Chris Martin	Parent or Community Member
Karine Kwasny	Parent or Community Member
Laura Maddox	Parent or Community Member
Gaby Solano	Parent or Community Member
Anfal Abu-Jarad	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/24.

Attested:



Principal, Melanie Allen on 5/21/24



SSC Chairperson, Laura Maddox on 5/21/24



# Budget By Expenditures

## Mary Deterding Elementary School

**Funding Source:** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue College Fridays intermittently to increase awareness about careers and colleges.		\$0.00	Clear Pathways to Bright Futures	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

**Funding Source: LCFF Rec Aide Allocation** **\$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Use Rec Aides to support behavior and safety during recess time.	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental Site Allocation** **\$55,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials and supplies to support learning in the classroom (i.e. pens, pencils, paper, etc.).	4000-4999: Books And Supplies	\$1,800.00	Connected School Communities	

## Mary Deterding Elementary School

Professional Learning Communities training for all teachers at the start of school from Solution Tree.	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Connected School Communities
Purchase Accelerated Reader to support the goal of increasing reading levels and fostering the love of reading in students grades 3-6.	5000-5999: Services And Other Operating Expenditures	\$6,000.00	Connected School Communities
Purchase Starfall for Kinder students to support learning in reading and math as an extension of the teaching.	5000-5999: Services And Other Operating Expenditures	\$400.00	Connected School Communities
ELD supplies to purchase as needed to support instruction during the school day.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Teacher and IA salaries for after school instruction.	2000-2999: Classified Personnel Salaries	\$8,000.00	Connected School Communities
Purchase iPads to update the technology for science to go with the coding robots.	4000-4999: Books And Supplies	\$6,000.00	Connected School Communities
Purchase Studies Weekly for Kinder and 5th grade teachers to pilot for science to supplement TWIG.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities
Provide incentives for students to encourage students to come to school everyday and on time.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Implement House system to improve SEL and school climate. Supplies purchased for students.	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Social-Emotional Growth
Implement House system- Certificated Personnel as House Leaders (4 teachers @ \$2000)	1000-1999: Certificated Personnel Salaries	\$6,000.00	Healthy Environments for Social-Emotional Growth
Provide more assemblies to engage and enrich the learning environment.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs

## Mary Deterding Elementary School

Provide virtual field trips for students who do not wish to attend off campus field trips.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Engaging Academic Programs
Provide parent classes to support their learning to better support their children with education.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs

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LCFF Supplemental Site Allocation Total Expenditures: \$55,200.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mary Deterding Elementary School Total Expenditures: \$59,133.00