



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	5/6/2025	June 24,2025

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).

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Comprehensive Needs Assessment Components

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

Data Analysis

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 5/6/25
Staff Survey 3/18/25
Leadership Meeting 4/22/24
Staff Meeting 2/13/25
School Site Council 1/21/25
School Site Council 10/15/24

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
Total Enrollment				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
Total Enrollment	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)			33	8.6%		17.84%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
616	49.7%	22.4%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	138	22.4%
Foster Youth	0	0.0%
Homeless	10	1.6%
Socioeconomically Disadvantaged	306	49.7%
Students with Disabilities	71	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.4%
American Indian	1	0.2%
Asian	77	12.5%
Filipino	3	0.5%
Hispanic	108	17.5%
Two or More Races	69	11.2%
Pacific Islander	1	0.2%
White	336	54.5%

School and Student Performance Data

Overall Performance






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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.”



2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

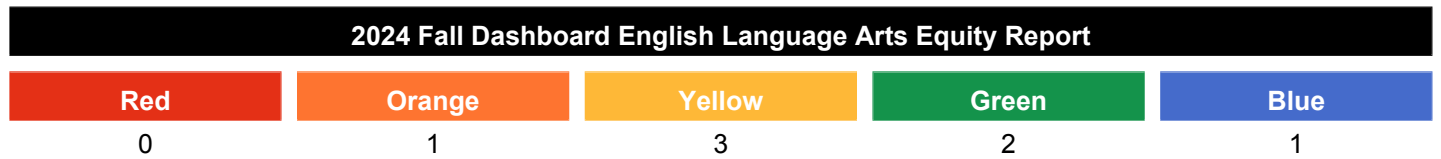
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>27.9 points above standard</div> <div>Declined 6.6 points</div> <div>367 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>33.4 points below standard</div> <div>Declined 23.2 points</div> <div>82 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>1.0 points above standard</div> <div>Maintained 0.4 points</div> <div>195 Students</div>

Students with Disabilities  Yellow 25.6 points below standard Increased 3.4 points 49 Students	African American  No Performance Color 33.3 points below standard Declined 9.2 points 16 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 42.0 points above standard Declined 25.3 points 41 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 7.7 points above standard Declined 5.8 points 70 Students
Two or More Races  Blue 57.5 points above standard Increased 14.0 points 43 Students	Pacific Islander  No Performance Color 0 Students	White  Green 30.2 points above standard Declined 10.2 points 194 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.

Our lowest performing student group was English learners.

English learners scored 33.4 points below standard which was a decrease of 23.2 points from the previous school year. In comparison, all students scored 27.9 points above standard which was a decrease of 6.6 points from the previous year.

Although not the lowest performing student group, we would like to acknowledge that our students with disabilities scored 25.6 points below standard yet increase by 3.4 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We had a large increase of emerging bilingual students in 2023-2024.

Staff did not have the professional learning to provide the necessary differentiated instruction for this student groups. Class schedules have not allowed for Universal Access to happen. Through collaborative conversations teachers have agreed to make a change.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Moving to Universal Access to include ELD, Intervention, and Enrichment at each grade level to meet the needs of individual students.

Provide additional professional learning for teachers on Tier 1 instruction meeting the needs of English learners. Supplemental materials and supplies principally directed towards our English learners.

School and Student Performance Data

Academic Performance Mathematics

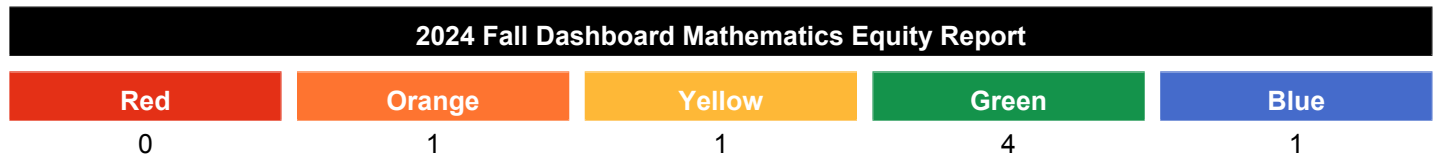
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>12.1 points above standard</div> <div>Maintained 0.0 points</div> <div>379 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>35.0 points below standard</div> <div>Declined 10.2 points</div> <div>95 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>12.2 points below standard</div> <div>Increased 8.5 points</div> <div>203 Students</div>

Students with Disabilities  Yellow 32.8 points below standard Increased 11.1 points 49 Students	African American  No Performance Color 31.3 points below standard Increased 36.8 points 16 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 12.4 points above standard Declined 37.1 points 45 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Green 2.2 points below standard Increased 4.3 points 69 Students
Two or More Races  Blue 37.1 points above standard Increased 19.5 points 43 Students	Pacific Islander  No Performance Color 0 Students	White  Green 14.6 points above standard Declined 3.4 points 203 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.

Our lowest performing student group was English learners.

English learners scored 35.0 points below standard which was a decrease of 10.2 points from the previous school year. In comparison, all students scored 12.1 points above standard which was similar to the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We focused on moving away from worksheets and getting teachers to teach skills that may be more beneficial for our lowest performing student groups.

Professional learning around mental math, manipulation of numbers, and other thinking skills related to math have been lacking.

Reading comprehension around mathematical problems seems to be where our students are struggling.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Teachers sharing lessons created to include mental math, as well as other mathematical standards.

Lexia Core5 and PowerUp specifically to address the reading comprehension with math.

Differentiated classes at the upper grades specifically targeted math skills, reasoning, and mental math.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
63.7% making progress.	making progress.
Number Students: 91 Students	Number Students: 0 Students

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.

2024 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
3.3%	33%	1.1%	62.6%

Lowest Performing Group:

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

63.7% of all our students made progress on their ELPAC level of this 62.6% made at least one level growth. 33% of our English learners maintained their ELPAC level and 3.3% of our students decreased at least one level.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Teacher training as well as curriculum that meets the needs of our English learners has been lacking yet our integrated strategies have been historically strong which may have contributed to our results.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Supplemental materials and supplies specifically for meeting the needs of English language acquisition.

School and Student Performance Data

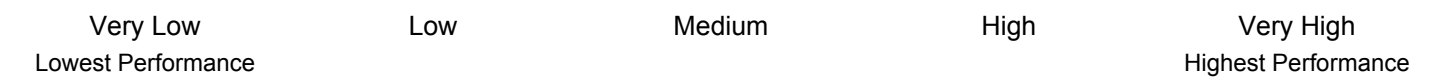
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator? This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>14.6% Chronically Absent</div> <div>Declined 4.3</div> <div>645 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>18.5% Chronically Absent</div> <div>Declined 4.7</div> <div>162 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>18.8% Chronically Absent</div> <div>Declined 10.7</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>19.8% Chronically Absent</div> <div>Declined 8.1</div> <div>348 Students</div>

Students with Disabilities  Yellow 12.2% Chronically Absent Declined 13.6 90 Students	African American  No Performance Color 31.8% Chronically Absent Increased 11.8 22 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 9% Chronically Absent Declined 1 89 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 22.8% Chronically Absent Declined 6.1 114 Students
Two or More Races  Yellow 10.4% Chronically Absent Declined 10.3 67 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 13.2% Chronically Absent Declined 3.3 348 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.

Our lowest performing student group was Hispanic students.

22.8% of our Hispanic students were chronically absent which was a decrease of 6.1 from the previous year.

In comparison, 14.6% of all students were chronically absent which was a decrease of 4.3 from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Short term intentent study contracts are not being completed/turned-in for credit. Students potentially go out of the country which limits online materials especially if using online resources such as Google Classroom. Implementation of the Attendance Academy may contribute to improved results.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Attendance academy

Counselor Check-in and Check outs

Home visits

Targeted communication made by the clerk and through Principal Smore, Talking Points, and YouTube channel.

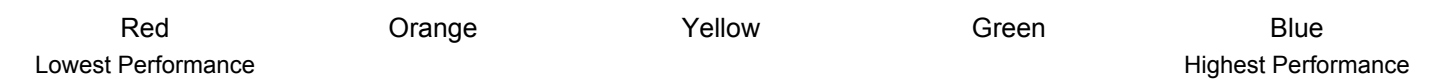
School and Student Performance Data

Academic Engagement Graduation Rate

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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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

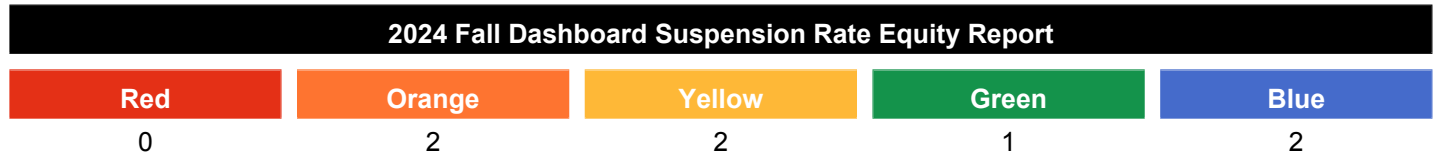
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>1.4% suspended at least one day</div> <div>Maintained 0%</div> <div>655 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>164 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>11.1% suspended at least one day</div> <div>Increased 5.2%</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>1.7% suspended at least one day</div> <div>Maintained 0.2%</div> <div>354 Students</div>

Students with Disabilities  Orange 3.3% suspended at least one day Maintained 0% 90 Students	African American  No Performance Color 4.3% suspended at least one day Increased 1% 23 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 91 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 1.7% suspended at least one day Maintained 0.1% 117 Students
Two or More Races  Green 1.5% suspended at least one day Declined 1.1% 67 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 1.4% suspended at least one day Increased 0.3% 350 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.

Our lowest performing student groups were Students with Disabilities and White students.

3.3% of our Students with Disabilities were suspended at least one day which was similar from the previous school year.

1.4% of our white students were suspended at least one day which was an increase of 0.3% from the previous school year.

In comparison, 1.4% of all students were suspended at least one day which was similar to the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We acknowledge that overall, our suspension rate is pretty low. Integrated PBIS strategies as well as restorative practices have assisted in keeping our suspension rates low. We also recently implemented the House System which has made a difference.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

House system - positive incentives

Parent community app - Ron Clark academy to increase parent communication and engagement.

Counselor provides Social groups and one on one support to high need students.

Buddy classes for classroom managed behavior.

Check in, check out with targeted students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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: 2024-25

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):
49% of Kindergarten students are at or above grade level.
33% of 1st grade students are at or above grade level.
51% of 2nd grade students are at or above grade level.
66% of 3rd grade students are at or above grade level.
53% of 4th grade students are at or above grade level.
48% of 5th grade students are at or above grade level.
39% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).
9% of EL students are at or above grade level.

iReady Data from 2nd trimester (math):

36% of Kindergarten students are at or above grade level.

32% of 1st grade students are at or above grade level.

39% of 2nd grade students are at or above grade level.

39% of 3rd grade students are at or above grade level.

51% of 4th grade students are at or above grade level.

53% of 5th grade students are at or above grade level.

33% of 6th grade students are at or above grade level (*RL class drops off after 5th grade- accounts for drop in scores).

6% of EL students are at or above grade level.

CAASPP Data from 2024-25

65% of students met or exceeded standards in ELA

55% 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.

2023-24

16% of EL students are level 4

24% of EL students are level 3

25% of EL students are level 2

35% 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.

2025-26

Identified Need

ELA
Moving to Universal Access to include ELD, Intervention, and Enrichment at each grade level to meet the needs of individual students.
Provide additional professional learning for teachers on Tier 1 instruction meeting the needs of English learners.
Supplemental materials and supplies principally directed towards our English learners.
Online supplemental reading licenses.

Math
Teachers sharing lessons created to include mental math, as well as other mathematical standards.
Lexia Core5 and PowerUp specifically to address the reading comprehension with math.
Differentiated classes at the upper grades specifically targeted math skills, reasoning, and mental math.

ELPI
Supplemental materials and supplies specifically for meeting the needs of English language acquisition.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	27.9 points above standard	+3 scale score points
	English Learners	33.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	1.0 points above standard	
	Students with Disabilities	25.6 points below standard	
	African American	33.3 points below standard	
	American Indian		
	Asian	42.0 points above standard	
	Filipino		
	Hispanic	7.7 points above standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Two or More Races	57.5 points above standard	
	Pacific Islander		
	White	30.2 points above standard	
Math State Assessment: Change in scale score	All Students	12.1 points above standard	+3 scale score points
	English Learners	35.0 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	12.2 points below standard	
	Students with Disabilities	32.8 points below standard	
	African American	31.3 points below standard	
	American Indian		
	Asian	12.4 points above standard	
	Filipino		
	Hispanic	2.2 points below standard	
	Two or More Races	37.1 points above standard	
	Pacific Islander		
	White	14.6 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	63.7%		+2%
English Learner Reclassification:	17.84%		10%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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.).	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	12560	2025-2026
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			2025-2026
1.3	Dolphin Academy tutoring afterschool. Three week sessions, seven sessions per year, to	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Two or More Races			2025-2026

	increase and support student achievement.				
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	5830	2025-2026
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	250	2025-2026
1.6	ELD supplies to purchase as needed to support instruction during the school day.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2025-2026

1.7	Teacher and IA salaries for after school instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	10000	2025-2026
1.8		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

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: 2024-25

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 2024-25:
All: 94.69%
EL:94.5%
Low SES: 93.33%
African American: 94.01%
Two or More Races: 95.33%

Chronic Absenteeism 2024-25:
All: 14%

EL:18.5%
Low SES: 19.8%
African American: 31.8%
Two or More Races: 10.4%

Staff Survey on Attendance Incentives:
Individual incentives: 100%
Class incentives: 85%
Grade level incentives 85%

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

Our overall attendance rate stayed the same%. 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 has been 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.

Friday Prizes for attendance and tardies.

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

No changes were made

2025-26

Identified Need

Attendance academy
Counselor Check-in and Check outs
Home visits
Targeted communication made by the clerk and through Principal Smore, Talking Points, and YouTube channel.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	14.6% Chronically Absent	-0.5%
	English Learners	18.5% Chronically Absent	
	Foster Youth		
	Homeless	18.8% Chronically Absent	
	Socioeconomically Disadvantaged	19.8% Chronically Absent	
	Students with Disabilities	12.2% Chronically Absent	
	African American	31.8% Chronically Absent	
	American Indian		
	Asian	9% Chronically Absent	
	Filipino		
	Hispanic	22.8% Chronically Absent	
	Two or More Races	10.4% Chronically Absent	
	Pacific Islander		
	White	13.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.6%		94.81
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

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	NA

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 and Hispanic	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2025-26

2.2	Support African American/Black families with attendance specifically chronic absenteeism by checking in frequently to offer help and incentives to get to school and referring for community resources.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American and Hispanic			2025-26
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	6000	2025-26
2.4	Implement House system- Certificated Personnel as House Leaders (4 teachers @ \$2500)	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	10000	2025-26



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: 2024-25

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

92% of parents
93.4% of staff

90 % of parents
94.1% of staff

Suspension Rates 2023-24
1.4% 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)

House system - positive incentives
Parent community app - Ron Clark academy to increase parent communication and engagement.
Counselor provides Social groups and one on one support to high need students.
Buddy classes for classroom managed behavior.
Check in, check out with targeted students.

2025-26

Identified Need

House system - positive incentives
Parent community app - Ron Clark academy to increase parent communication and engagement.
Counselor provides Social groups and one on one support to high need students.
Buddy classes for classroom managed behavior.
Check in, check out with targeted students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Homeless	11.1% suspended at least one day	
	Socioeconomically Disadvantaged	1.7% suspended at least one day	
	Students with Disabilities	3.3% suspended at least one day	
	African American	4.3% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	1.7% suspended at least one day	
	Two or More Races	1.5% suspended at least one day	
	Pacific Islander		
	White	1.4% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	0%		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	12000	2025-26
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			2025-26
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			2025-26
3.4	Utilize the MTSS staff to support the needs of students not identified as special ed, but who are struggling academically	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26

	and socially.				
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			2025-26
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	2025-26
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 Personnel Salaries	4130	2025-26

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:

Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:

Student Engagement and Course Access

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

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,770.00

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	\$4,130.00
LCFF Supplemental Site Allocation	\$60,640.00

Subtotal of state or local funds included for this school: \$64,770.00

Total of federal, state, and/or local funds for this school: \$64,770.00

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	60,640	0.00
LCFF Rec Aide Allocation	4,130	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	60,640.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	14,130.00
4000-4999: Books And Supplies	22,560.00
5000-5999: Services And Other Operating Expenditures	18,080.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	10,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	22,560.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	18,080.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,640.00
Goal 2	17,000.00
Goal 3	17,130.00

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
Katherine Flores	Classroom Teacher
Melanie Allen	Principal
Elizabeth Byers	Parent or Community Member
Karine Kwasny	Classroom Teacher
Laura Maddox	Parent or Community Member
Gaby Solano	Parent or Community Member
Jennifer Palmer	Parent or Community Member
Scatha Allison	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 5/13/25.

Attested:



Principal, Melanie Allen on 5/13/25



SSC Chairperson, Laura Maddox on 5/13/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mary Deterding Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue 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 **\$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Use Rec Aides to support behavior and safety during recess time.	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$60,640.00 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	\$12,560.00	Connected School Communities	

Mary Deterding Elementary School

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	\$5,830.00	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	\$250.00	Connected School Communities
ELD supplies to purchase as needed to support instruction during the school day.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities
Teacher and IA salaries for after school instruction.	2000-2999: Classified Personnel Salaries	\$10,000.00	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	\$6,000.00	Healthy Environments for Social-Emotional Growth
Implement House system- Certificated Personnel as House Leaders (4 teachers @ \$2500)	1000-1999: Certificated Personnel Salaries	\$10,000.00	Healthy Environments for Social-Emotional Growth
Provide more assemblies to engage and enrich the learning environment.	5000-5999: Services And Other Operating Expenditures	\$12,000.00	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

LCFF Supplemental Site Allocation Total Expenditures: \$60,640.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mary Deterding Elementary School Total Expenditures: \$64,770.00