School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mariemont Elementary School	34-67447-6034706	May 19, 2026	June 23, 2026

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

Development of the 2025-26 School Plan for Student Achievement was grounded in an intentional equity-centered engagement process — one designed not just to collect input, but to ensure that the voices most affected by outcome gaps actively shaped the plan's direction. Rather than treating educational partners engagement as a single event, the site used a continuous feedback loop cycle: collect ? analyze ? share back ? act ? reflect — repeated across the year with multiple groups to close the distance between data and community.

Planning began in fall 2025. The Site Leadership Team, School Site Council, and certificated staff reviewed 24/25 data disaggregated by student group — paying particular attention to the groups with the widest performance and opportunity gaps: Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged students. These groups became the anchoring lens for all engagement decisions that followed.

School Site Council

The SSC met five times and was structured to go beyond status updates. At each meeting, disaggregated data — including iReady results, attendance by subgroup, discipline records, and mClass screening — was shared with members as agenda items, so that parent and community members could respond to real information. SSC members representing parent communities were explicitly asked: What does this data mean in our school experience? What is missing from this picture? Their feedback was documented, returned to the group at the following meeting, and traced to specific plan actions — closing the loop between what families said and what the school committed to doing.

Site Leadership Team

The Site Leadership Team met twice monthly to evaluate whether existing practices were distributing opportunity equally. Conversations centered on who was receiving Tier 1 and Tier 2 support, whether intervention systems were reaching students with the highest and/or widest need, and where professional development had fallen short. Staff concerns about inconsistent curriculum, Tier 1 instruction and differentiation, reading difficulties in the primary grades, and alignment of behavior expectations for students and classrooms were documented, analyzed for patterns, and fed directly into goal-setting for 2025-26. Staff were shown summaries of their own aggregated input at the staff meetings — a practice that reinforced trust that their voice led to action.

English Language Advisory Committee

The ELAC met four times during the year. Recognizing that prior attendance had been low, the school adjusted meeting times and formats based on direct feedback from EL families about barriers to participation — including work schedules and childcare. A community liaison supported outreach in families' home languages before each meeting. At each session, the coordinator presented data specific to English Learner outcomes — ELPAC progress, reclassification rates, chronic absenteeism — and facilitated structured conversation using accessible, translated materials. Families were not asked to validate staff decisions; they were asked what their children needed. Themes raised — more before- and after-school support, better communication about ELD instruction, and opportunities to engage on campus from a multicultural perspective.

Staff Voice

Staff input was gathered through Google Forms, staff meetings, and surveys. Survey results were shared back with staff before action-planning began, creating a shared baseline and preventing any single voice from dominating. Staff were then invited to respond. This two-step process — share data, invite correction — modeled the same equity feedback loop the school asks staff to use with students.

Student Voice

Students' voices were gathered through classroom discussions and student surveys. In surveys, students in upper grades were asked directly about belonging, safety, and fairness at school. Themes from student feedback — including concerns about being engaged and interested in instruction, concerns about student safety, and feeling heard by adults — were identified.

Closing the Loop

At the close of the 25/26 year, the school communicated a brief community "What We Heard / What We Did" communication — a summary shared with families, staff, and SSC members documenting the input received across all groups and the specific plan actions that resulted from it. This transparency step is central to equity-centered engagement: it affirms that participation has real outcomes, builds trust with communities, and establishes the expectation that the cycle will repeat. The 2026-27 SPSA is the direct product of that cycle.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.17%	0.32%		1	2
African American	1.72%	2.72%	2.22%	10	16	14
Asian	6.88%	7.13%	8.56%	40	42	54
Filipino	0.34%	0.34%	0.16%	2	2	1
Hispanic/Latino	19.10%	17.49%	19.33%	111	103	122
White	61.45%	61.97%	59.75%	357	365	377
Multiple/No Response	10.50%	10.19%	9.67%	61	60	61
			Total Enrollment	581	589	631

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			24
Kindergarten	80		83
Grade 1	110		94
Grade 2	106		95
Grade3	107		105
Grade 4	88		120
Grade 5	90		110
Total Enrollment	581		631

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	43	52	52	5.4%	7.4%	8.2%
Fluent English Proficient (FEP)	16	21	35	2.1%	2.8%	5.5%
Reclassified Fluent English Proficient (RFEP)	5				8.62%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
589	**26.5%**	**8.8%**	**0.0%**
Total Number of Students enrolled in Mariemont Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	52	8.8%
Foster Youth	0	0.0%
Homeless	8	1.4%
Socioeconomically Disadvantaged	156	26.5%
Students with Disabilities	74	12.6%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	16	2.7%
American Indian	1	0.2%
Asian	42	7.1%
Filipino	2	0.3%
Hispanic	103	17.5%
Two or More Races	60	10.2%
Pacific Islander	0	0.0%
White	365	62%

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
34.4 points above standard	34.4 points below standard	
Increased 5.2 points	Increased 14 points	
294 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	4.9 points above standard
	5 Students	Increased 17.7 points
		92 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
30.5 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 45.8 points	5 Students	
34 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
11.7 points below standard	Fewer than 11 students - No Data for Privacy	13.7 points above standard
Declined 6.5 points	1 Student	Increased 14.5 points
25 Students		50 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
37.2 points above standard	Fewer than 11 students - No Data for Privacy	47.2 points above standard
Increased 6.5 points	0 Students	Increased 7.7 points
31 Students		183 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 group was our Asian population. Asian students scored 11.7 points below standard which was a decrease of 6.5 points from the previous year. In comparison, all students scored 34.4 points above standard which was an increase of 5.2 points from the previous year. In addition, English Learners scored 48.4 points below standard and Students with Disabilities scored 34.4 points below standard.
The data indicates that Asian students' progress has declined in comparison to all students. English Learners and Students with Disabilities still remain below standard.

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

For Asian students, we identified the need for stronger Tier 1 supports, differentiation, and intervention as the root cause. For English Learners, we identified lack of access to regular, timely, and adequate high leverage language acquisition strategies, materials, intervention, and instruction as the root cause. For Students with Disabilities, we identified a lack of access to regular, timely, and adequate high leverage instructional strategies, materials, intervention, and instruction as the root cause.

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

Extra pay for staff for before and after school tutoring specifically for Asian, Students with Disabilities, and English Learners. Supplemental materials in the classrooms for reading and writing intervention.

Specific intervention in reading and writing for Students with Disabilities, programs such as Sonday, Amplify Boost, Writing Without Tears, and Heggerty
Additional training and support material for English Learners including but not limited to ELAchieve and GLAD.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green 12.9 points above standard Declined 6.6 points 293 Students	Orange 43.3 points below standard Maintained -0.4 points 33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Green 5.5 points below standard Increased 9.5 points 92 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
39 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 21.8 points	5 Students	
32 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
23.6 points below standard	Fewer than 11 students - No Data for Privacy	8.8 points below standard
Declined 26.5 points	1 Student	Maintained 2.3 points
26 Students		49 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
21.9 points above standard	Fewer than 11 students - No Data for Privacy	22.2 points above standard
Increased 6 points	0 Students	Declined 8 points
30 Students		183 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 Asian, Students with Disabilities, and English Learners. Asian students scored 23.6 points below standard which was a decrease of 26.5 points. English Learners scored 43.3 points below standard which was maintained by -0.4 points. Students with Disabilities scored 39 points below standard with an increase of 21.8 points. In comparison, all students scored 12.9 points above standard which was a decline of 6.6 points.

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

Upon reflection, our site staff acknowledge lack of knowledge and skills in delivering high leverage mathematical instruction, continuity in curriculum implementation, and number sense and fluency skills for Tier 1 and intervention as root causes. SLT also identified lack of strategic scheduling and universal access as root causes.

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

Extra pay for staff for before and after school tutoring specially for Asian, English Learners and Students with Disabilities,
Professional learning specific to Math tier 1 instructional strategies and curriculum implementation
Release days for planning, scope and sequence, and instructional observations
Supplemental math supplies above and beyond core for general education and intervention
Data conversations with teachers

School and Student Performance Data

Academic Performance
Science

The 2025 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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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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
64.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 6 points	6 Students	
83 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	67.9 science points
	2 Students	Increased 19.2 points
		23 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 53.7 science points Increased 3.8 points 18 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color 0 Students	Blue 66.7 science points Increased 2.6 points 52 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.

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 Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
57.8 making progress.	making progress.
Number Students: 45 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.

2025 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
14%	27.9%	0%	58.1%

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

Our greatest growth for ELPI progressed at least one ELPI level at 58.1%. The data point that has an area for improvement is the 14% that decreased. We had 27.9% of ELPI that maintained Progress At Least One ELPI Level. We had 45 English Learners take CAASPP and 57.8% of English Learners made progress.

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

Upon reflection, reasons identified as to why our students are making progress on ELPAC is due to an increased focus on designated ELD by classroom and ELD teacher through curriculum and instructional strategies. The identified root cause of students decreasing and/or maintaining their ELPAC level is due to excessive absences, scheduling, and integrated ELD practices.

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

Training on explicit language instruction- GLAD strategies.
Before/after school tutoring with Amplify, Lexia, and Pocket Talks

Supplemental materials for English Language Development above and beyond core.
Books and supplies specific to decoding.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	
11.1% Chronically Absent	23.4% Chronically Absent	
Declined 1.3	Increased 3.4	
649 Students	94 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	50% Chronically Absent	20.6% Chronically Absent
	0	Declined 7
	12 Students	218 Students

Students with Disabilities	African American	American Indian
Red 27.4% Chronically Absent Increased 1.8 95 Students	No Performance Color 50% Chronically Absent Increased 4.5 22 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
Orange 17.9% Chronically Absent Increased 8.6 67 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Yellow 17% Chronically Absent Declined 6 112 Students

Two or More Races	Pacific Islander	White
Green 9.8% Chronically Absent Declined 2.7 61 Students	No Performance Color 0 Students	Green 6% Chronically Absent Declined 2.5 383 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 groups were Students with Disabilities, Asian, and English Learners. Students with Disabilities scored a 27.4% Chronically Absent which was an increase of 1.8 points from the previous year. Asian students scored a 17.9% Chronically Absent which was an increase of 8.6 points from the previous year. English Learners scored a 23.4% Chronically Absent which was an increase of 3.4 points from the previous year. In comparison, all students had a percentage of 11.1 % Chronically Absent which is a decline of 1.3 points from the previous year.

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

Our attendance clerk works with families daily to communicate and identify root causes of absences. We identified illness, family culture, and transportation as barriers for attendance. This year, we prioritized identifying students with chronic absenteeism at the beginning of the year to establish support and relationships. We worked closely with MKV, AIP, and SCIS throughout the year to remain consistent with families and messaging the importance of attendance site wide through multiple platforms and with translations.

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

Independent Study Contracts
Incentives for daily attendance and no penalty for tardies
Partnership with Attendance School Community Worker and attendance tracking
Communication with families on attendance policies through ELAC meetings and ELD teacher

Communication of attendance codes and allotments

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	2	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
1.2% suspended at least one day	3.1% suspended at least one day	
Maintained -0.1%	Increased 1.2%	
664 Students	98 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0% suspended at least one day	2.2% suspended at least one day
	Maintained 0%	Increased 1.1%
	13 Students	229 Students

Students with Disabilities

Yellow

2.1% suspended at least one day

Maintained -0.2%

96 Students

African American

No Performance Color

4% suspended at least one day

Increased 4%

25 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

Orange

2.9% suspended at least one day

Increased 2.9%

69 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Hispanic

Green

0.9% suspended at least one day

Maintained 0%

115 Students

Two or More Races

Yellow

1.6% suspended at least one day

Maintained 0%

63 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Green

0.8% suspended at least one day

Declined 0.9%

387 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 Asian, Socioeconomically Disadvantaged, and English Learner students. All Students scored at 1.2% of suspended at least one day which was maintained of -0.1% from the previous year. Asian Students scored at 2.9% of suspended at least one day which was an increase of 2.9% from the previous year. Socioeconomically Disadvantaged students scored at 2.2% of suspended at least one day which was an increase of 1.1% from the previous year. English Learner students scored at 3.1% of suspended at least one day which was an increase of 1.2% from the previous year.

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

We identified clear site wide implementation of policies and procedures across grade levels as the root cause. Our staff participated in Restorative Practice professional development and Emotional Regulation training through our district's MTSS department to improve confidence in practice facilitation through student conflict, discipline, and communication. We purchased a research based SEL curriculum that was not implemented with fidelity and needed to create a site handbook. Our Tier 1 classroom management and relationship building still need improvement to produce better student behavior outcomes. An identified trend of behaviors is that they were not reported in a timely manner and communication to administrators/families need to improve so students receive consistent accountability and support.

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

Restorative conferences between students, family, and staff
Partnerships with MTSS and SPED
Character Strong SEL
Staff professional development
Release time for grade level collaboration on classroom management
Lunch Clubs for student relationship building
Monthly assemblies with emphasis on school wide values
Funding for increased supervision
Professional learning for support staff
Staff, Student, and Family handbook

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: 2025-26

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

ANALYSIS

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

iReady data for English Language Arts - every trimester
iReady data for Mathematics - every trimester
Text levels - every 6-8 weeks
ELPAC data - once a year
mClass- 1st and 2nd Trimester
23/24 CAASPP 3rd-5th grades
Intervention and SpEd data- 6-8 wk cycles

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

For our ELA growth and outcomes, success was identified in our Intervention, ELD, and Sped programs with strong instructional strategies, implementation of curriculum with fidelity, and collaborative teamwork from classroom teachers and support staff. Our K-2nd grades implemented instruction and curriculum based on the Science of Reading with all classes using UFLI for phonics. Our 3rd-5th grade classes' focus on novel studies, high level vocabulary, and multi genre writing aided in impact on student learning and instructional development. High use of GLAD strategies and grade level collaboration increased coherence across classes and grades.
For our Math growth and outcomes, success was identified for K-2nd in number recognition, number sense, and fluency. Teachers trained and implemented Building Thinking Classrooms strategies and common assessments. Data conversations with classroom data and iReady were held during staff meetings to practice protocol and identify themes/trends through vertical articulation.
Upon reflection on ELA data, our Tier 1 instructional approaches still need to strengthen across grade level teams. We identified a needed increase in reading comprehension for fiction and nonfiction while understanding that explicit instruction for vocabulary and consistent practice in authentic student writing production must accompany the comprehension practice.
Upon reflection on Math, our Tier 1 instructional approaches still need to strengthen across grade level teams, primarily 3rd-5th. We identified a needed increase in efficacy of instruction, data conversation, streamlined curriculum implementation, and student assessment. With an emphasis on number sense, fluency, and problem solving, our students need a more robust curriculum and protected time for additional mathematical instructional minutes.

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

We started the year with the plan for universal access time at the 1st-3rd grade levels based on iReady data. Teachers met to debrief fidelity of the program monthly. After the 1st trimester, grade level teams decided to disband the schedule based on student behaviors and scheduling. We also adjusted our Intervention cycles to include more data collection to better track student growth and drill down to skill set deficits for reading, writing, and math. Our adjustments of support with intervention and IAs for small group instruction attributes to our increased points in ELA.

2025-26

Identified Need

There is a significant difference between All Students and Students with Disabilities, Asian, and English Learners. In ELA, All Students scored 34.4 points above standard and Students with Disabilities scored 30.5 points below standards. English Learners scored 34.4 points below standard and Asian students scored 11. 7 points below standard. Decoding, reading comprehension, high level vocabulary, and writing are areas of need.
In math, All Students scored 12.9 points above standard and Students with Disabilities scored 39 points below standards. English Learners scored 43.3 points below standard and Asian students scored 23.6 points below standard. Number sense, fluency, problem solving, and critical thinking are areas of need.
We need to continue with professional learning and development in scope and sequence scaffolded by essential standards/skills for math and ELA. Our staff and students will benefit from curriculum adoption specific to the needs of all students, Students with

Disabilities, Asian, and English Learners for math and implementation of appropriate materials, content, and instructional strategies in class for ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	34.4 points above standard	+2 scale score points
	English Learners	34.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	4.9 points above standard	
	Students with Disabilities	30.5 points below standard	
	African American		
	American Indian		
	Asian	11.7 points below standard	
	Filipino		
	Hispanic	13.7 points above standard	
	Two or More Races	37.2 points above standard	
	Pacific Islander		
	White	47.2 points above standard	
Math State Assessment: Change in scale score	All Students	12.9 points above standard	+2 scale score points
	English Learners	43.3 points below standard	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Socioeconomically Disadvantaged: 5.5 points below standard Students with Disabilities: 39 points below standard African American American Indian Asian: 23.6 points below standard Filipino Hispanic: 8.8 points below standard Two or More Races: 21.9 points above standard Pacific Islander White: 22.2 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	57.8	+15%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	8.62%	+0.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase instructional	X All Students English Learners Low-Income Students	LCFF Supplemental	2500	2026-27

	materials for ELA and/or math targeting skills and strategies that students need in order to gain independence.	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
1.2	Provide before/after school intervention to low performing targeted students in Math and ELA.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4000	2026-27
1.3	Provide supplemental material specific to English learners. (curriculum, books, licenses, etc.)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2026-27
1.4	Purchase instructional materials to support the needs	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	1000	2026-27

	of Students with Disabilities.	X Lowest Performing Students with Disabilities	4000-4999: Books And Supplies		
1.5	Provide training and supplemental material specific to ELA	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5400	2026-27
1.6	Grade level collaboration and push in support specifically for English Learners' progress.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2026-27
1.7	Instructional staff will be provided the opportunity to engage in Professional Learning such as: Science of Reading and Building Thinking Classrooms, release days to	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1400	2026-27

	increase all student learning, including English Learners, engagement, Social Emotional Development, and connectedness to school.					

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: 2025-26

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 data - monthly
Independent Study Contracts
Secondary Enrollment- end of year
Unified Insights- monthly
Staff surveys- per trimester

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

Working weekly with the attendance clerk to track habitually absent and tardy families in conjunction with AIP helped us quickly identify students who need support for stronger attendance. The weekly and monthly review helped us identify barriers and needs for resources.We held HTC and contacted homes to check in about attendance as well as communicating to families the importance of attendance in the weekly newsletters. We also had an increase of Independent Study contracts completed which helped with the increase of overall attendance. This year, we also increased our field trip and assembly scheduled events which brought more engaging programs to our school for all students to experience.

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

Our attendance team consistently tracked students chronically absent and at risk weekly. We identified through our system that our chronically absent students' attendance rates did not improve with communication and relationship building alone. We shifted and implemented goal and reward strategies to incentivize improved attendance for specific students. Attendance policies and procedures were also included as agenda items for ELAC.   Staff surveys shifted from admin based to SLT based which increased the depth of responses and breadth of prompts.

2025-26

Identified Need

There is a significant difference between All Students attendance at 11.1% compared to Students with Disabilities chronically absent at 27.4% and English Learners chronically absent at 23.4%. Extra supervision hours and incentive materials/programs to target our English Learners and Students with Disabilities that are chronically absent is needed to promote a more inclusive and welcoming space where all students feel they belong.

Maintaining a welcoming and inclusive environment, field trips and on site assemblies are needed to promote connection and an overall positive school climate. Our campus needs to continue to connect our culture/personal experiences to coursework in an engaging way.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	11.1% Chronically Absent	-1.5%
	English Learners	23.4% Chronically Absent	
	Foster Youth		
	Homeless	50% Chronically Absent	
	Socioeconomically Disadvantaged	20.6% Chronically Absent	
	Students with Disabilities	27.4% Chronically Absent	
	African American	50% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	American Indian Asian 17.9% Chronically Absent Filipino Hispanic 17% Chronically Absent Two or More Races 9.8% Chronically Absent Pacific Islander White 6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	95.0%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic Two or More Races Pacific Islander	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Pay additional time for classified staff to participate in the implementation of an attendance improvement plan to increase school-wide attendance, closely monitor chronic absenteeism, and to support parents and students with resources. PC 32808	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Asian	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	5179 4511	2026-27
2.2	Increase parent and student engagement of secondary course offerings via field trips and feeder middle and high	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2026-27

	school connections.				
2.3	Implement and promote themed spirit days to provide opportunities to connect to campus and in part to increase attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	100	2026-27
2.4	Incentive materials for chronically absent students	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	100	2026-27

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: 2025-26

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

ANALYSIS

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

Discipline records - monthly
Social Worker- monthly
Student concern referral forms- monthly
District survey - yearly
Staff survey- per trimester
School event family and staff attendance- yearly

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

Our success indicators show maintained suspension rates and attendance at ELAC meetings and increased percentages in all categories of School Experience Survey from staff, social worker efficacy, and implementation of restorative practices and community circles. Our staff participated in a 2 full day training before the start of the school year on restorative practices, statements of affirmation, and community circles. Our Site Wide SEL curriculum pilot year struggled to have full implementation with integration into schedule and academic curriculum as a barrier. Student behaviors showed an increase in specific grade levels where staff is new to the profession and/or site. Student clubs could be expanded to have more impact and student engagement site wide. Yard duties and IAs received training and collaboration time to discuss incidents and behaviors during unstructured times. Student incidents were consistently not reported by students and all staff need more training to meet active supervision expectations.

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

Based on data, we modified the Student Concern Referral form to best filter the most immediate needs of support. We also adjusted team members on the Mariemont MTSS team to shift our behavioral and academic intervention systems to shorter cycles for more frequent check-ins and review of data. Our partnership with FACE and additional community partners for workshops, conflict resolution, and increased feeling of belonging between families, students, and staff took place mid year. We revised supervision schedules and student procedures for recesses and lunches in addition to purchasing materials for safety.

2025-26

Identified Need

For our SEL curriculum, we need to continue the program but include specific action items and timelines that will ensure fidelity of the program in order to analyze data for benefits and/or detriments. At each staff meeting, we will review the SEL leaderboard for how many lessons are accessed. The number of behavior referrals and incidents, both physically and emotionally, highlights the need for social worker/counselor support and social/emotional instruction/intervention support/resources. Data shows that we continue to need opportunities, professional learning, and staffing for students to experience positive interactions with students and staff, refine social skills, and improve classroom environment management strategies in order to increase students' sense of belonging and safety. This is essential in teaching students to meet behavior expectations and how to be productive, understanding, and caring citizens. This must consistently happen school-wide to support our climate and culture needs and goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	1.2% suspended at least one day	-1.0%
	English Learners	3.1% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	2.2% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities 2.1% suspended at least one day African American 4% suspended at least one day American Indian Asian 2.9% suspended at least one day Filipino Hispanic 0.9% suspended at least one day Two or More Races 1.6% suspended at least one day Pacific Islander White 0.8% 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	73.0%	
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	72.4%	
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline

3.1	Pay additional time for recreational aide(s) as needed to increase school-wide safety measures and support a positive school climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2000 1500	2026-27
3.2	Purchase safety resources and materials to support and sustain a positive, safe school climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	410	2026-27
3.3	Utilize listening sessions to increase student, parent, and staff voice.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other		2026-27
3.4	Purchase materials to	X All Students English Learners Low-Income Students	LCFF Supplemental	2400	2026-27

	support the teaching, and modeling of respectful communication, social emotional development, character development, and conflict resolution throughout the school community.	Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.5	Provide assemblies and programs that promote positive behavior, antibullying, and recognition of our school community.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2026-27
3.6	Recruitment for committee members to facilitate and host Multicultural Literacy Fair in partnership with FACE to target unduplicated parents for leadership roles.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Asian	Other		2026-27
3.7		All Students English Learners Low-Income Students Foster Youth			

		Lowest Performing Homeless			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,400.00
2000-2999: Classified Personnel Salaries	7,179.00
3000-3999: Employee Benefits	6,011.00
4000-4999: Books And Supplies	5,110.00
5000-5999: Services And Other Operating Expenditures	7,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,400.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	7,179.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,011.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,110.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	7,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,300.00
Goal 2	9,890.00
Goal 3	6,310.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Leah Lewandowski	Principal
Morgan Padilla	Classroom Teacher
Julie Arbogast	Classroom Teacher
Laurel Price	Other School Staff
Laura McAlister	Classroom Teacher Other School Staff
Johanna Joy Tejuco	Parent or Community Member
Irit Winston	Parent or Community Member
Jenna Kline	Parent or Community Member
Katie Fabel	Parent or Community Member
Tiffany Holladay	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

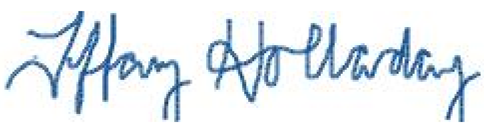
Signature	Committee or Advisory Group Name

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 5/14/2026.

Attested:

	Principal, Leah Lewandowski on 5/19/2026
	SSC Chairperson, Tiffany Holladay on 5/19/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary
In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mariemont Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase instructional materials for ELA and/or math targeting skills and strategies that students need in order to gain independence.	4000-4999: Books And Supplies	$2,500.00	Connected School Communities	
Provide before/after school intervention to low performing targeted students in Math and ELA.	1000-1999: Certificated Personnel Salaries	$4,000.00	Connected School Communities	
Provide supplemental material specific to English learners. (curriculum, books, licenses, etc.)	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
Purchase instructional materials to support the needs of Students with Disabilities.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
Provide training and supplemental material specific to ELA	5000-5999: Services And Other Operating Expenditures	$5,400.00	Connected School Communities	
Instructional staff will be provided the opportunity to engage in Professional Learning such as: Science of Reading and Building Thinking Classrooms, release days to increase all student learning, including English Learners, engagement, Social Emotional Development, and connectedness to school.	1000-1999: Certificated Personnel Salaries	$1,400.00	Connected School Communities	
Pay additional time for classified staff to participate in the implementation of an attendance improvement plan to increase school-wide attendance, closely monitor chronic absenteeism, and to support parents and students with resources. PC 32808	2000-2999: Classified Personnel Salaries	$5,179.00	Healthy Environments for Social-Emotional Growth	

Mariemont Elementary School

Implement and promote themed spirit days to provide opportunities to connect to campus and in part to increase attendance.	4000-4999: Books And Supplies	$100.00	Healthy Environments for Social-Emotional Growth
Incentive materials for chronically absent students	4000-4999: Books And Supplies	$100.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$4,511.00	Healthy Environments for Social-Emotional Growth
Pay additional time for recreational aide(s) as needed to increase school-wide safety measures and support a positive school climate.	2000-2999: Classified Personnel Salaries	$2,000.00	Engaging Academic Programs
Purchase safety resources and materials to support and sustain a positive, safe school climate.	4000-4999: Books And Supplies	$410.00	Engaging Academic Programs
Purchase materials to support the teaching, and modeling of respectful communication, social emotional development, character development, and conflict resolution throughout the school community.	5000-5999: Services And Other Operating Expenditures	$2,400.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$1,500.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$31,500.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Mariemont Elementary School Total Expenditures:	$31,500.00