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
Lichen P-8 School	34 67447 6034680	May 30, 2023	August 8, 2023

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

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities
Goal 2: Healthy Environments for Socio-Emotional Growth
Goal 3: Engaging Academic Programs
Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Lichen K-8 School met the criteria for the following student groups:

1. English Learners
2. Homeless
3. Students with Disabilities

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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

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

Comprehensive Needs Assessment, purpose and plan:

The purpose of the plan is to outline a comprehensive strategy that utilizes both federal and state resources in order to promote equitable and sustained improvement of student outcomes within a school. This plan serves as a blueprint for addressing the specific needs of the school and ensuring that all students receive a high-quality education.

The plan focuses on identifying areas where additional support and improvement are needed within the school, particularly for student groups that may be experiencing achievement gaps or facing particular challenges. By targeting these specific areas of need, the plan aims to create a more equitable learning environment where all students have access to the resources and support necessary for their academic success.

This document plays a crucial role in guiding the allocation and utilization of federal and state resources. It provides a framework for how these resources will be deployed to address the identified needs and improve student outcomes. The plan includes strategies, interventions, and initiatives that are tailored to the unique context of the school, ensuring that the interventions are relevant and effective.

Furthermore, the plan emphasizes the importance of sustained improvement, indicating that the efforts outlined within the document are not temporary fixes but rather long-term strategies aimed at achieving lasting positive change. It highlights the need for ongoing monitoring, evaluation, and adjustment of interventions to ensure their effectiveness and to continuously address emerging needs within the school community.

Overall, the Schoolwide Program Additional Targeted Support and Improvement Plan serves as a comprehensive roadmap for promoting equity, addressing achievement gaps, and improving student outcomes within a school. It guides the allocation of resources, outlines specific strategies, and emphasizes the importance of sustained improvement to create an inclusive and effective learning environment for all students.

Satellite Data

English Language Arts - all students are 36.7% below standard, in addition both the English learner subgroup (63.2% below) as well as the Students with Disabilities (63.5%below) subgroup are below standard. Looking specifically at data for our Homeless population this coming year, our data for this particular subgroup suggests 70.6% of this population is below standard when measuring iReady data from January of 2023.

Mathematics - all students are 37% below standard which was a 10 point improvement from the prior year, in addition English learners (111.8 points below) as well as Students with Disabilities (123.7 points below) are not performing as well as all other sub-groups.

Mathematics Data Comparison for English learners shows that current English learners are 59.6% below standard, students with disabilities are 58.7% below and our homeless students are 64.7% below.

Suspension Rate showed that 5.44% of all students were suspended at least once which was a decrease of 3% from the previous year. 3.45% of our homeless subgroup was suspended at least once, a decrease from the previous year.

District Level Data

Spring 2023 Survey Data

Family and Staff Engagement:
When asked if staff respond to parents concerns or comments, 88.6% of parents agreed that they feel our school does a good job of this.

Caring Relationships:
88.5% of parents felt that the school has a climate and culture of caring, while 53.3% of the students and 92.9% of staff felt the school is doing its part to provide a culture of caring.

Safety
- The Overall percentage of students that agree/strongly agree that student concerns for safety are taken seriously is 63.22%
- The percentage of students that agree/strongly agree that "the school is a safe place for all students" is 43.68%

Site Level Data

Data Analysis was completed with Site Leadership Team, School Site Council, English Learner Advisory Committee, and Parent Groups.

Current data:

Text Level or i-Ready Data from 2nd trimester 2023:
28.3% of students K-8 were either At or Exceeding grade level standards.
20.3% of K-2 students were either At or Exceeding grade level standards.
7% of K-8 English Language Learners were either At or Exceeding grade level standards
0% of K-8 students identified as McKinney-Vento (homeless) were either At or Exceeding grade level standards.
26.8% of K-8 students identified as Low Income were either At or Exceeding grade level standards.

Attendance: Fall through May 2023
91.38% overall attendance rate
90.7% ELL attendance rate
91% SWD attendance rate
88.1% McKinney-Vento (homeless) attendance rate

Suspension Rate (Home):
Fall through 4/23)
5.44% overall suspension rate
4.67% Students with Disabilities
1.03% ELL suspension rate
3.45% McKinney-Vento (homeless) suspension rate

Target groups:
Based on the above data, staff recognizes that our McKinney-Vento student attendance rates show a discrepancy from our overall attendance rate. We also see a need to support our EL, McKinney Vento and Homeless students around academics.

Attendance data:
Based on the above data, staff recognizes that attendance has been a challenge for our students this year. Requests for independent study, and family issues wreak havoc on our students' ability to attend.

Suspension data:
Suspension data was high this year. While we combined both at home suspensions and PASS (on site) suspensions, we are still dissatisfied with the rate of suspensions in all subgroups.

Data Analysis Based on 2022-2023 AEP Data, Spring Survey results, and SAEBRS data

Another area of inquiry is around student behavior, student regulation (SEL), Tier 1 strategies used in the classroom, and ultimately, suspension data. Suspension data for 2022/23 indicates that there was a 5.44% suspension rate for all students. This is the highest this data has been in years. In addition, teacher class suspensions have increased this school year due to in class behaviors.

Lichen K-8 School 2022-2023 Suspension Data
Date Range: 8/11/2022 to 4/27/2023

| Groups | Enrollment | Home Suspensions | | | | | PASS or In-Class Suspension Penalties | | | |
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	533	25	4.69%	72	29	5.44%	31	5.82%	41	7.69%
Black/African Am.	32	1	3.13%	5	1	3.13%	3	9.38%	5	15.63%
Hispanic or Latino	230	8	3.48%	27	9	3.91%	10	4.35%	12	5.22%
White	236	16	6.78%	40	19	8.05%	18	7.63%	24	10.17%
ELL	97	1	1.03%	5	1	1.03%	1	1.03%	1	1.03%
RFEP	39	5	12.82%	17	6	15.38%	3	7.69%	3	7.69%
Low SES	283	18	6.36%	50	20	7.07%	24	8.48%	33	11.66%
SWD	107	5	4.67%	12	5	4.67%	7	6.54%	9	8.41%
FY	11	1	9.09%	3	2	18.18%	0	0.00%	0	0.00%
Homeless	29	1	3.45%	1	1	3.45%	2	6.90%	5	17.24%

Lichen K-8 School Attendance Data
Report Period: 8/11/2022 to 1/09/2023
TK-12

| Group or Program | Number of Students | | | | Percent of Students | | | Attendance and Absence Rates | | | | | | |
	Total Enrolled	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	# Days Poss	# Days Absent	# Days Covid Absent	# Days Non Covid Absent	Attendance Rate	Covid Absence Rate	Non Covid Absence Rate
All	514	183	137	194	35.6%	26.7%	37.7%	42,451	3,927	157	3,770	90.7%	4.00%	96.00%
Black/African Am.	30	14	8	8	46.7%	26.7%	26.7%	2,516	302	12	290	88.0%	3.97%	96.03%
Hispanic or Latino	225	77	58	90	34.2%	25.8%	40.0%	18,705	1,606	68	1,538	91.4%	4.23%	95.77%
White	226	83	61	82	36.7%	27.0%	36.3%	18,376	1,803	70	1,733	90.2%	3.88%	96.12%
ELL	85	32	25	28	37.6%	29.4%	32.9%	7,078	658	16	642	90.7%	2.43%	97.57%
RFEP	38	7	10	21	18.4%	26.3%	55.3%	3,208	191	6	185	94.0%	3.14%	96.86%
Low SES	267	108	71	88	40.4%	26.6%	33.0%	22,079	2,276	75	2,201	89.7%	3.30%	96.70%
SWD	101	36	29	36	35.6%	28.7%	35.6%	8,498	768	41	727	91.0%	5.34%	94.66%
Foster Youth	6	3	1	2	50.0%	16.7%	33.3%	443	53	-	53	88.0%	0.00%	100.00%
Homeless	25	11	5	9	44.0%	20.0%	36.0%	1,813	216	-	216	88.1%	0.00%	100.00%

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Lichen site leadership including; administration, elected leadership team members, department chairs, Learning Support Team coordinator, PBIS Coordinator and Community Schools Coordinator participated in the SJUSD Community Schools Program, which included workshops and listening sessions with various educational partners. The idea of the Community Schools model is to provide resources, supports, interventions, and programs, here at Lichen, that would benefit our Lichen P-8 families. In addition to being chosen as a Community School, Lichen staff, both certificated and classified participated in numerous trainings around trauma informed instruction and meeting our students' needs with high leverage social emotional skill sets. We spent professional development time working around two main areas: improving math scores, and meeting our students' social emotional needs.

Attendance: Students are struggling with attendance due to a variety of factors. A few of the factors that have been brought to our attention are: student's mental health and Covid related factors affecting households.
Lack of engagement, focus in the classroom, and work completion is attributed to social emotional needs returning from a pandemic. In the student survey, only 36% of students said they are motivated to do their work. Many of the students reported that they are distracted by behavior in the classroom.

Suspension:
In order to reduce suspension rates, Lichen has recognized the need to enhance social-emotional learning strategies and techniques throughout the entire school community. A concerted effort has been made this year by Lichen to revisit and reinforce best practices in Positive Behavior Intervention and Support (PBIS) on a school-wide scale.

Understanding that suspensions can have adverse effects on students' academic progress, emotional well-being, and overall sense of belonging, the school has prioritized the implementation of proactive measures to address behavioral issues and foster a positive and inclusive learning environment. By increasing the emphasis on social-emotional learning, the aim is to equip students with the necessary skills, attitudes, and behaviors that support their personal growth, social interactions, and academic success.

The commitment to revisiting best practices in PBIS signifies a comprehensive approach to promoting positive behavior and establishing a climate of respect, responsibility, and empathy within the school community. This involves a collective effort from administrators, teachers, support staff, and students to collaboratively define and uphold behavioral expectations, reinforce positive actions, and provide targeted support to students in need.

The school-wide implementation of PBIS is guided by evidence-based strategies and frameworks, drawing upon research and proven practices in the field of behavior management and social-emotional learning. This approach ensures that the initiatives put in place align with established standards and are rooted in effective principles that yield positive outcomes.

By revisiting best practices, the school is committed to refining and strengthening its PBIS framework to address the unique needs of its students. This includes the development of clear and consistent behavior expectations, the establishment of a system for acknowledging and rewarding positive behaviors, the implementation of targeted interventions to address behavioral challenges, and the provision of ongoing professional development to support staff in implementing PBIS effectively.

Furthermore, the school recognizes the importance of fostering a safe and supportive learning environment through the promotion of restorative practices. Restorative approaches are incorporated within the PBIS framework to address conflicts and disciplinary incidents in a manner that focuses on repairing harm, promoting understanding, and fostering positive relationships.

The implementation of PBIS on a school-wide level signifies a whole-school commitment to creating a positive culture where students feel valued, supported, and empowered to make positive choices. By equipping students with social-emotional skills, reinforcing positive behaviors, and providing a consistent framework for addressing behavioral challenges, the school aims to decrease suspension rates and promote a positive and inclusive school climate that cultivates student success and well-being.

Through ongoing evaluation, data analysis, and collaborative efforts, the school is dedicated to continuously refining its PBIS practices to ensure they remain effective and responsive to the evolving needs of its students. This commitment underscores the school's determination to create a nurturing and engaging learning environment where all students can thrive academically, socially, and emotionally.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process, it has been identified that student behavior and social-emotional needs pose significant barriers to achieving success within the classroom setting. This assessment has shed light on the critical importance of addressing these aspects in order to enhance overall student outcomes and create a conducive learning environment.
The findings of the assessment highlight the impact of student behavior on academic performance and classroom dynamics. It has been observed that disruptive behaviors, lack of self-regulation, and challenges related to social

interactions hinder students' ability to fully engage in the learning process. These factors not only impede their individual progress but also have the potential to disrupt the educational experience of their peers.

Moreover, the assessment has underscored the pressing need to address students' social-emotional needs and forming positive relationships with adults on campus. Emotional well-being and the development of essential social skills play a pivotal role in shaping students' ability to learn, cooperate, and thrive within a school community. By recognizing and addressing these needs, educators can create a supportive and inclusive environment that fosters positive relationships, resilience, and overall academic achievement.

Identified resource inequities include:
* Certain targeted student groups, English learners, students with disabilities, and McKinney-Vento students are experiencing greater struggles in the classroom, academically and social emotional, than other groups.
* Training related to trauma informed practices, culturally responsive instruction and engagement has not been consistent across grade levels.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

The actions for our 2023-24 school year will include, but are not limited to:
1. Providing additional hours for our Parent Liaison and staff, to spend time on family outreach.
2. Providing tutoring outside of the school day by staff to support the learning loss.
3. Providing professional learning opportunities for our staff, especially around areas that help students meet academic and social emotional needs.
4. Providing prizes and incentives for student attendance and engagement.
5. Providing digital materials or platforms to support instruction.
6. Providing in-person opportunities to deepen connections and build community with our students and families.
7. Providing instruction and engagement opportunities that are inclusive, culturally responsive, equitable and trauma-informed.
8. Provide hands-on-materials or supplies to support learning.

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

In order to develop the SPSA, we engaged educational partners in multiple ways throughout the 2022-2023 school year including:
- LCAP, SSC and ELAC forums throughout the year where we focused on our Comprehensive Needs Assessment, Root Cause Analysis and Resource Inequities.
- Numerous surveys sent to parents and staff to gather input.
- Empathy gathering sessions with students and parents.
- SSC met six times throughout the 2022-2023 school year making refinements to the SPSA.
- Leadership Team provided direction at our bi-monthly meetings throughout the year.

End of the year SSC agreed that recommendations for the following school year should include increasing SEL supports, increased technology, and continued tutoring supports.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource Inequities:
Based on a careful analysis of the data, it has become evident that specific targeted student groups, namely English Language Learners, students from low-socioeconomic backgrounds, and McKenney-Vento students, are facing considerable challenges in both academic and social-emotional domains within the classroom setting. These groups exhibit greater difficulties compared to their counterparts, necessitating focused attention and support to address their unique needs effectively.

English Language Learners (ELLs) encounter linguistic and cultural barriers that can impede their academic progress. Limited English proficiency may hinder their ability to fully comprehend and engage with instructional materials, resulting in lower academic achievement. Additionally, these students may experience challenges in integrating socially and emotionally due to differences in cultural norms and language proficiency, which can lead to feelings of isolation and hinder their overall well-being within the school community.

Low-socioeconomic students face multifaceted obstacles that can impact their educational journey. Economic disadvantage often correlates with limited access to resources, including educational materials, technology, and enrichment opportunities. These students may also experience heightened stressors outside of school, such as financial instability or inadequate access to healthcare, which can negatively affect their ability to focus, engage, and succeed academically. Furthermore, social-emotional well-being may be compromised due to the cumulative effects of poverty, potentially resulting in challenges related to self-esteem, motivation, and resilience.

McKinney-Vento students, who experience homelessness or housing insecurity, encounter unique difficulties that can significantly impact their academic and social-emotional well-being. The instability of their living situation presents obstacles to consistent attendance, access to educational resources, and forming stable relationships within the school community. The transient nature of their circumstances may also contribute to feelings of insecurity, stress, and a lack of belonging, leading to compromised emotional and social development.

Recognizing the distinct challenges faced by these targeted student groups, it is imperative to implement tailored strategies and interventions that address their specific needs comprehensively. This may involve culturally responsive instructional approaches, language support programs, targeted academic interventions, access to resources and opportunities, trauma-informed practices, and partnerships with community organizations to provide additional support.

By addressing the academic and social-emotional challenges experienced by English Language Learners, low-socioeconomic students, and McKinney-Vento students, we can strive towards fostering equitable educational opportunities for all students. Our commitment to creating an inclusive and supportive learning environment necessitates a targeted and proactive approach to address the unique barriers faced by these student groups, ensuring they receive the necessary support to thrive academically, socially, and emotionally.

It is crucial to establish consistent training initiatives across grade levels in order to effectively implement trauma-informed practices, culturally responsive instruction, and meaningful engagement strategies within the educational setting. Recognizing the interconnectedness of these areas and their significant impact on student well-being and academic success, a cohesive and unified approach to training is essential for fostering an inclusive and supportive learning environment.

Trauma-informed practices provide educators with the necessary knowledge and skills to understand and respond to the diverse needs of students who have experienced trauma. By promoting an environment of safety, trust, and sensitivity, these practices help mitigate the negative effects of trauma on students' cognitive, emotional, and social development. Consistent training across grade levels ensures that all educators possess the requisite understanding and tools to

recognize trauma indicators, employ appropriate strategies, and provide the necessary support to students at each stage of their educational journey.

Culturally responsive instruction recognizes and values the cultural backgrounds, experiences, and perspectives of students. By incorporating students' cultural references, knowledge, and languages into the curriculum, educators can foster engagement, promote positive identity development, and enhance academic achievement. Consistency in training across grade levels ensures that educators possess the cultural competence necessary to effectively implement these instructional strategies, thus creating an inclusive and affirming learning environment for all students, irrespective of their cultural backgrounds.

Meaningful engagement with students, families, and the broader community is integral to building strong partnerships and promoting student success. Consistent training across grade levels equips educators with effective engagement strategies that bridge the gap between school and home, facilitate open communication, and foster collaborative decision-making processes. By establishing a culture of shared responsibility and involvement, consistent training ensures that all educators are equipped with the skills to engage meaningfully with students and their families throughout their educational journey, promoting continuity and support across grade levels.

By ensuring consistency in training related to trauma-informed practices, culturally responsive instruction, and meaningful engagement across grade levels, educational institutions can establish a unified approach to student support and well-being. This consistency allows for the seamless integration of these practices throughout the educational continuum, ensuring that all students receive the benefits of a comprehensive and cohesive approach. Ultimately, it promotes equitable opportunities, enhances student outcomes, and nurtures a school culture that values diversity, inclusivity, and academic success.

A comprehensive set of actions has been formulated to foster attendance and engagement among students through the implementation of innovative teaching strategies, targeted interventions, effective communication, and technology-supported initiatives. Additionally, additional hours will be allocated for the Parent Liaison and staff to provide tutoring beyond regular school hours. These actions aim to enhance student outcomes and well-being by addressing both academic and social-emotional needs. The following are the key components of this multifaceted approach:

Intervention and Support: Targeted interventions will be implemented to provide individualized assistance to students who require additional academic or socio-emotional support. This may involve specialized programs, small group interventions, or one-on-one mentoring to address specific challenges and facilitate progress.

Effective Communication: Establishing clear and consistent lines of communication among teachers, students, parents, and guardians is vital to promote attendance and engagement. Regular updates, newsletters, and parent-teacher conferences will be utilized to ensure ongoing dialogue and information exchange regarding students' progress, achievements, and areas of improvement.

Technology Integration: Leveraging technology will be a key component of the strategy to enhance engagement and provide accessible learning opportunities. The provision of digital materials, online platforms, and virtual resources will support instruction and allow for interactive and engaging learning experiences, especially in remote or hybrid learning environments.

Parent Liaison and Tutoring Support: Extending the working hours of the Parent Liaison and allocating additional staff for tutoring sessions beyond regular school hours will provide students with supplemental academic assistance. This personalized attention and support will help reinforce learning, address individual needs, and foster a sense of connection and support for students and their families.

Professional Learning Opportunities: Regular professional development opportunities will be provided to educators, focusing on enhancing their knowledge and skills in addressing academic and social-emotional needs. These learning opportunities will equip teachers with the necessary tools and strategies to effectively support students in an inclusive, culturally responsive, equitable, and trauma-informed manner.

Prizes and Incentives: Recognizing and rewarding student attendance, positive behavior, and engagement will be implemented through the provision of prizes and incentives. This positive reinforcement approach encourages active participation and creates a sense of achievement and motivation among students.

In-Person Community Building: Opportunities for in-person interactions will be facilitated to deepen connections, foster a sense of community, and promote social-emotional well-being. Events, workshops, and extracurricular activities will be organized to encourage positive relationships, collaboration, and shared experiences among students, families, and school staff.

Inclusive and Culturally Responsive Instruction: Instructional approaches that prioritize inclusivity, cultural responsiveness, equity, and trauma-informed practices will be integrated into classroom instruction. This ensures that diverse student populations feel valued, understood, and supported in their educational journey.

Provision of Hands-On Materials: Providing students with hands-on materials or supplies that support learning, such as manipulatives, art supplies, or science kits, enhances engagement and facilitates active participation. These resources enable students to interact with content in tangible ways, promoting deeper understanding and knowledge retention.

By implementing this comprehensive array of actions, the educational institution aims to create a learning environment that fosters attendance, engagement, and overall student success. These efforts reflect a commitment to meeting students' academic and social-emotional needs through innovative teaching practices, intervention, effective communication, technology integration, additional support, professional development, incentives, community building, inclusive instruction, and the provision of hands-on learning materials.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.4%	0.44%	0.61%	2	2	3
African American	3.5%	3.74%	4.07%	17	17	20
Asian	1.2%	0.66%	0.81%	6	3	4
Filipino	1.2%	1.32%	2.24%	6	6	11
Hispanic/Latino	46.6%	45.59%	43.7%	227	207	215
Pacific Islander	1.0%	1.54%	2.24%	5	7	11
White	40.3%	41.85%	41.26%	196	190	203
Multiple/No Response	5.8%	4.85%	5.08%	28	22	25
			Total Enrollment	487	454	492

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	43	49	64
Grade 1	50	45	53
Grade 2	51	45	48
Grade3	47	51	53
Grade 4	57	39	53
Grade 5	66	56	37
Grade 6	58	58	64
Grade 7	53	59	58
Grade 8	62	52	62
Total Enrollment	487	454	492

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	90	82	82	18.50%	18.1%	16.7%
Fluent English Proficient (FEP)	59	46	56	12.10%	10.1%	11.4%
Reclassified Fluent English Proficient (RFEP)	3			3.3%		

Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	176	65	55	0	75	65	36			
Black/African Am.	8	2	3	2	2	3	3			
Hispanic or Latino	69	28	22	18	31	27	11			
White	87	27	29	23	34	33	20			
EL	29	10	13	5	10	15	4			
RFEP	1	0	0	0	0	0	0			
Low SES	92	25	39	23	30	42	20			
SWD	38	11	19	7	12	19	6			
FY	2	1	0	0	1	1	0			
Homeless	9	0	5	2	0	7	1			

Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	177	54.2%	45.8%	0.0%	42.4%	36.7%	20.3%			
Black/African Am.	8	28.6%	42.9%	28.6%	25.0%	37.5%	37.5%			
Hispanic or Latino	69	41.2%	32.4%	26.5%	44.9%	39.1%	15.9%			
White	87	34.2%	36.7%	29.1%	39.1%	37.9%	23.0%			
EL	29	35.7%	46.4%	17.9%	34.5%	51.7%	13.8%			
RFEP	1				0.0%	0.0%	0.0%			
Low SES	92	28.7%	44.8%	26.4%	32.6%	45.7%	21.7%			
SWD	38	29.7%	51.4%	18.9%	31.6%	50.0%	15.8%			
FY	2	100.0%	0.0%	0.0%	50.0%	50.0%	0.0%			
Homeless	9	0.0%	71.4%	28.6%	0.0%	77.8%	11.1%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	11	10	0	0	11	0	0			
K	56	55	0	0	56	0	0			
1	57	0	22	31	4	37	16			
2	52	0	33	15	4	28	20			

Lichen K-8 School -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	11	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	56	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	57	0.0%	41.5%	58.5%	7.0%	64.9%	28.1%			
2	52	0.0%	68.8%	31.3%	7.7%	53.8%	38.5%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	176	65	97	4	75	97	4			
Black/African Am.	8	2	5	0	3	5	0			
Hispanic or Latino	69	28	38	2	29	38	2			
White	87	27	50	2	35	50	2			
EL	29	10	18	0	11	18	0			
RFEP	1	0	0	0	0	0	0			
Low SES	92	25	58	4	30	58	4			
SWD	38	11	24	2	11	24	2			
FY	2	1	0	0	2	0	0			
Homeless	9	0	7	0	1	7	0			

Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	177	36.2%	58.4%	2.4%	42.4%	54.8%	2.3%			
Black/African Am.	8	28.6%	71.4%	0.0%	37.5%	62.5%	0.0%			
Hispanic or Latino	69	41.2%	55.9%	2.9%	42.0%	55.1%	2.9%			
White	87	34.2%	63.3%	2.5%	40.2%	57.5%	2.3%			
EL	29	35.7%	64.3%	0.0%	37.9%	62.1%	0.0%			
RFEP	1				0.0%	0.0%	0.0%			
Low SES	92	28.7%	66.7%	4.6%	32.6%	63.0%	4.3%			
SWD	38	29.7%	64.9%	5.4%	28.9%	63.2%	5.3%			
FY	2	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	9	0.0%	100.0%	0.0%	11.1%	77.8%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard
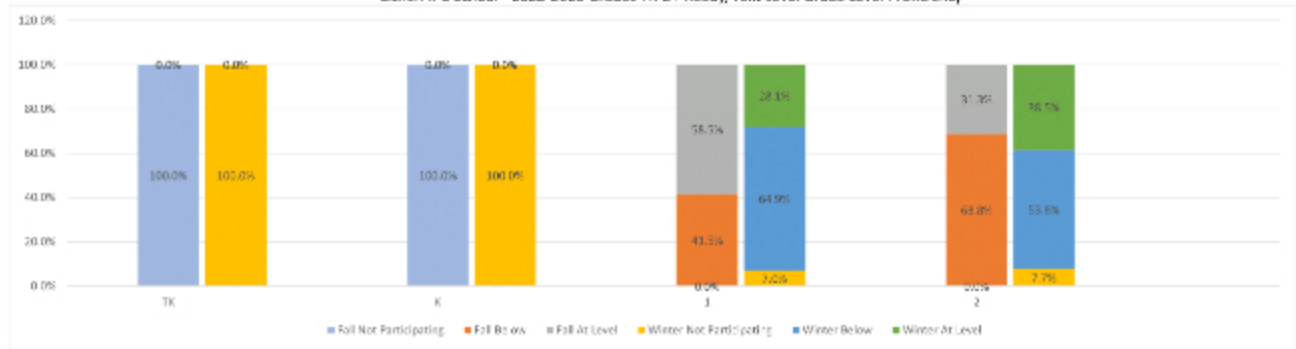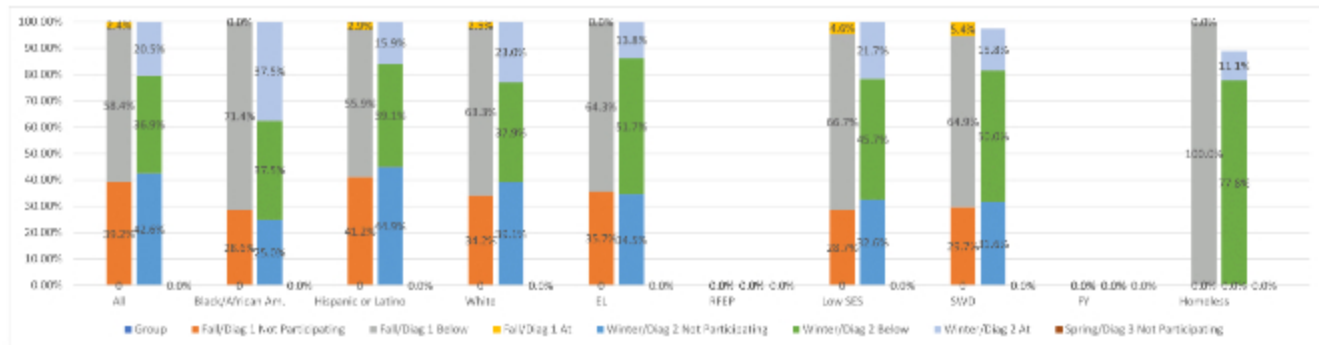
Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	11	10	0	0	11	0	0			
K	56	55	0	0	56	0	0			
1	57	0	52	1	4	52	1			
2	52	0	45	3	4	45	3			

Lichen K-8 School -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	11	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	56	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	57	0.0%	98.1%	1.9%	7.0%	91.2%	1.8%			
2	52	0.0%	93.8%	5.3%	7.7%	86.5%	5.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Lichen K-8 School - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
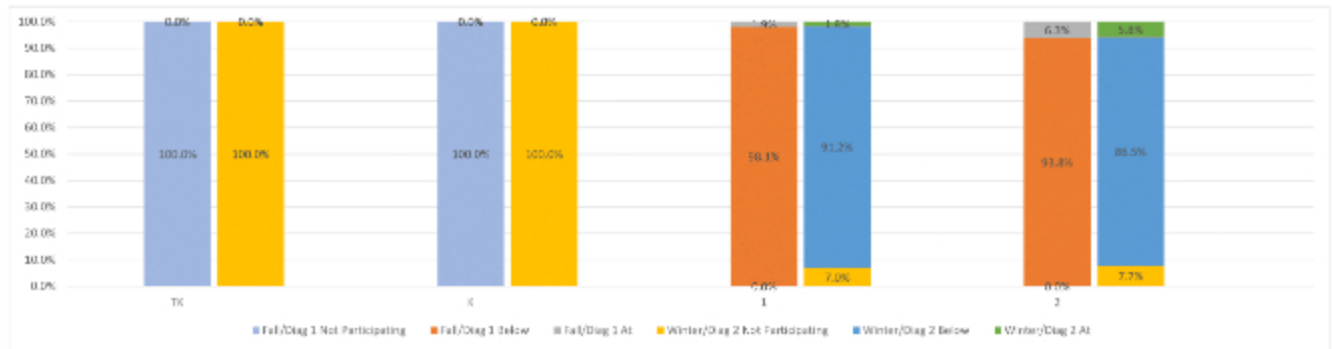
Conclusions based on this data:

1. Conclusions based on this Text Level data:
   We found that 20.3% of all students in grades K-2 were at or above grade level proficiency as of the Winter 2023 reporting.
   We found that 21.7% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.
   We found that 13.8% of English Language Learners in grades K-2 were at or above grade level proficiency.

   Based on this data, our EL students struggle but many of them are attending school for the first time and have little or no English. We have increased our GLAD strategies and the entire staff will be trained in GLAD strategies to make sure we are supporting all learners. We are working to grow their English skills in all areas of their school day not just inside the classroom but everywhere on campus. We will also do a Latino Parent Literacy Workshop to help get our parents resources to support their student's learning.   Our low SES students are struggling to make the growth we would like to see. We will continue supporting our students with our Intervention teacher for grades K-2. Also, thanks to ELO funds, we have one more year of support in the Kinder-2nd grade classrooms so students can get more one on one support. We will also provide more curricular support and more after school tutoring opportunities for students who continue to struggle.

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Caring Relationships	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	260	88.46%	86	53.49%	28	92.86%
B) There are students and staff on campus who listen to students when they have something to say.	263	85.93%	86	53.49%	29	100.00%
C) There is an adult from the school who checks on how students are doing.	256	70.70%	86	59.30%	29	93.10%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	262	76.72%	86	61.63%	29	79.31%
E) Staff feels supported to do their job well in meeting the needs of all students.					29	86.21%
F) Staff feels part of an effective team.					29	89.66%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Family and Staff Engagement	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	264	88.64%			29	96.55%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	262	88.17%			29	75.86%
C) The school offers families opportunities to be involved in school and classroom activities.	261	75.48%			29	72.41%
D) The school keeps families well-informed about school activities.	263	85.17%			29	96.55%
E) The staff at our school listens to family concerns about issues.	263	81.37%			29	93.10%
F) The staff at school are helpful and welcoming when families come to school or call.	261	93.10%			29	93.10%
G) The school and families are partners in promoting positive behavior for my student.	260	87.31%			29	65.52%
H) Families who speak a language other than English receive general information about our school in their home language.	261	91.57%			29	96.55%
I) Staff receive information about upcoming events and important information about the school.					29	100.00%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
School Decision Making	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	259	77.22%	86	55.81%	29	96.55%
B) Important school decisions reflect diverse input.	260	72.69%	82	42.68%	28	85.71%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	258	76.36%				
D) The principal and staff listen to concerns of other staff members about issues.					29	89.66%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					29	93.10%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					29	93.10%
G) Our school uses data from this survey to inform site decision making.					27	92.59%
H) Staff voice matters in decision making.					29	86.21%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Safety	N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.	262	83.21%	87	63.22%	29	86.21%
B) Concerns about student safety are addressed in a timely manner at my school.	259	81.47%	87	55.17%	29	82.76%
C) My school is a safe place for all students.	258	81.40%	87	43.68%	29	72.41%
D) My school is a safe place for all staff.					29	82.76%
E) Students know what staff member to go to if they have a safety concern.	261	87.74%	83	66.27%	29	89.66%
F) Students know school safety protocols.	260	83.08%	87	67.82%	29	72.41%
G) I feel safe sharing different viewpoints and perspectives at my school.	260	77.69%	86	32.56%	29	79.31%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Sense of Belonging	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	261	85.44%	87	63.22%	29	100.00%
B) Adults at my school treat students respectfully.	261	89.66%	86	62.79%	29	93.10%
C) Students are respectful to each other at school.	262	57.63%	87	22.99%	29	31.03%
D) Students have opportunities to socialize with other students often at school.	258	89.15%	86	63.95%	29	68.97%
E) Students have an adult on campus they trust.	261	86.97%	86	66.28%	29	93.10%
F) Students trust other students at school.	259	76.83%	85	71.76%	29	48.28%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	260	74.62%	83	50.60%	29	62.07%
H) School staff reflects student diversity.	258	75.97%	85	51.76%	29	37.93%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Academic Progress	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	261	84.67%	87	72.41%	29	72.41%
B) Questions and concerns about schoolwork are addressed.	260	87.69%	87	60.92%	29	100.00%
C) Student grades reflect their knowledge of the material.	260	82.69%	86	61.63%	29	86.21%
D) Adults at my school believe all students can be successful.	259	89.19%	87	71.26%	29	89.66%
E) Students feel comfortable and unjudged to ask their teacher for help.	261	82.76%	86	46.51%	29	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	259	88.80%	85	67.06%	29	96.55%
G) Teachers at my school go out of their way to help all students.	261	82.76%	85	55.29%	29	86.21%
H) Students receive timely and regular feedback on their learning.	260	83.46%	87	56.32%	29	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	260	81.92%			29	89.66%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
High Expectations	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	258	74.81%	87	48.28%	29	82.76%
B) School recognizes and celebrates the academic success of all students.	260	79.62%	86	40.70%	29	68.97%
C) Adults on campus motivate students to do their best.	260	82.31%	87	59.77%	29	86.21%
D) School provides additional academic support when students are struggling.	260	83.08%	86	55.81%	29	89.66%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		260	78.08%	86	48.84%	29	72.41%
B) Students have access to classes and activities that meet their interests and talents.		262	77.10%	86	20.93%	28	53.57%
C) Students understand how to complete their schoolwork.		260	83.46%	86	68.60%	29	79.31%
D) Students complete assignments on time.		260	81.54%	86	33.72%	29	62.07%
E) Students are motivated to do their schoolwork.		258	73.26%	86	36.05%	29	62.07%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		244	49.59%	86	37.21%	29	58.62%
B) Students and families know what classes they will have to take and pass to graduate from high school.		241	48.55%	87	47.13%	29	37.93%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		243	61.32%	86	50.00%	29	37.93%
D) School offers college and career programs.		237	34.60%	87	13.79%	28	17.86%
E) Students participate in programs to learn about different jobs, careers, and colleges.		234	31.62%	86	25.58%	28	25.00%
F) Students are prepared for the next step of their educational experience.		237	53.16%	86	45.35%	29	44.83%
G) Staff are optimistic about the future of their career in San Juan Unified.						29	79.31%
H) There are equitable opportunities for advancement in the district.						28	71.43%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		256	71.48%	87	47.13%	29	79.31%
B) San Juan Unified School District is a district that I would recommend to other families.		253	73.91%	87	57.47%	29	86.21%

The School Plan for Student Achievement for Lichen P-8 School

Lichen K-8 School 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	512	14	2.73%	35	16	3.13%	21	4.10%	29	5.66%
Black/African Am.	29	-	0.00%	-	-	0.00%	3	10.34%	4	13.79%
Hispanic or Latino	224	5	2.23%	15	6	2.68%	8	3.57%	10	4.46%
White	226	9	3.98%	20	10	4.42%	10	4.42%	15	6.64%
ELL	84	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	38	4	10.53%	12	5	13.16%	3	7.89%	3	7.89%
Low SES	267	10	3.75%	27	11	4.12%	17	6.37%	25	9.36%
SWD	101	2	1.98%	4	2	1.98%	4	3.96%	5	4.95%
FY	7	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	25	1	4.00%	1	1	4.00%	2	8.00%	5	20.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
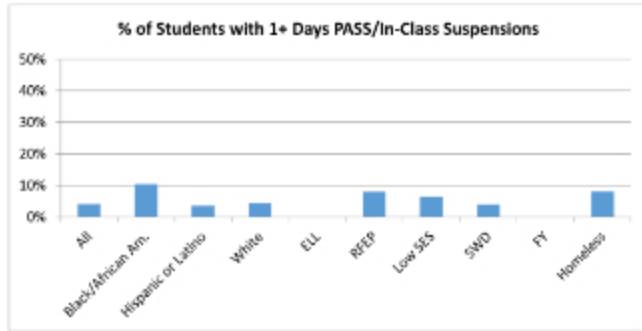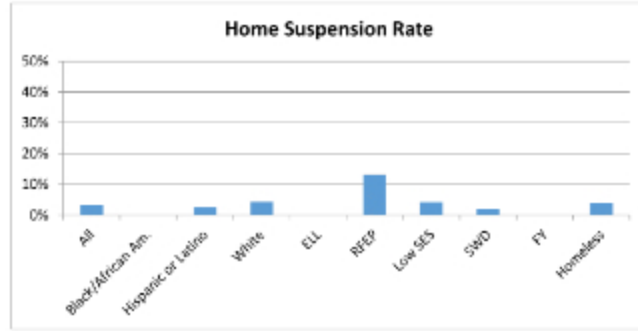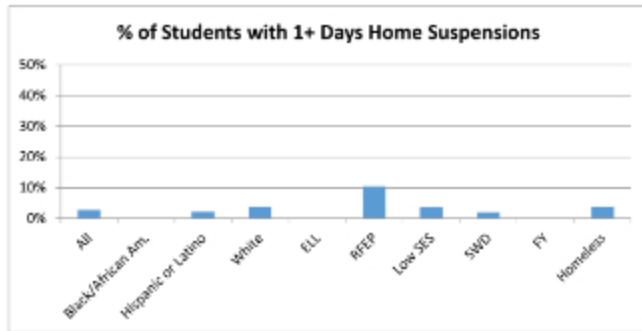
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

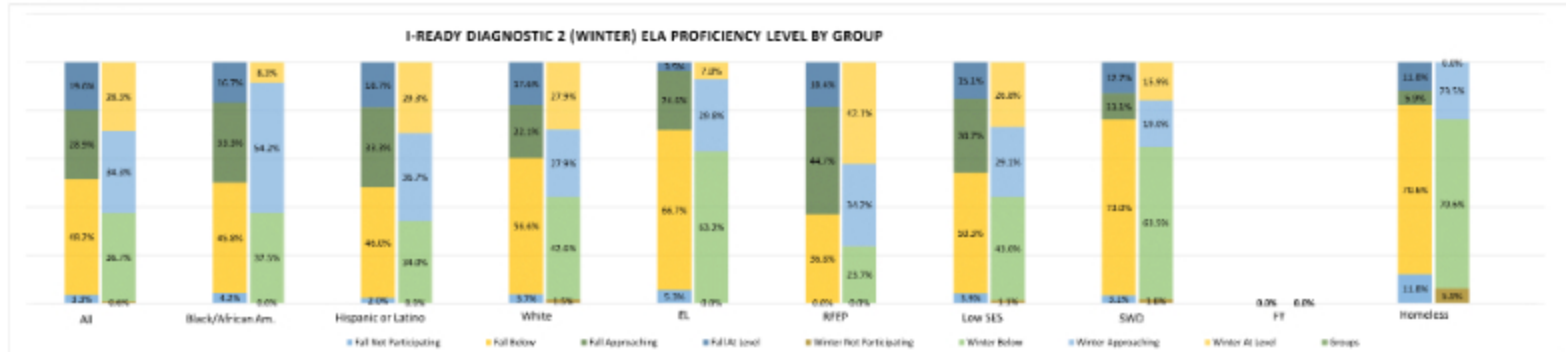Lichen K-8 School - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	332	11	160	96	65	2	122	114	94				
Black/African Am.	24	1	11	8	4	0	9	13	2				
Hispanic or Latino	150	3	69	50	28	0	51	55	44				
White	136	5	77	30	24	2	58	38	38				
EL	57	3	38	14	2	0	36	17	4				
RFEP	38	0	14	17	7	0	9	13	16				
Low SES	179	7	90	55	27	2	77	52	48				
SWD	63	2	46	7	8	1	40	12	10				
FY	5	1	4	0	0	0	5	0	0				
Homeless	17	2	12	1	2	1	12	4	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	332	3.3%	48.2%	28.9%	19.6%	0.6%	36.7%	34.3%	28.3%				
Black/African Am.	24	4.2%	45.8%	33.3%	16.7%	0.0%	37.5%	54.2%	8.3%				
Hispanic or Latino	150	2.0%	46.0%	33.3%	18.7%	0.0%	34.0%	36.7%	29.3%				
White	136	3.7%	56.6%	22.1%	17.6%	1.5%	42.6%	27.9%	27.9%				
EL	57	5.3%	66.7%	24.6%	3.5%	0.0%	63.2%	29.8%	7.0%				
RFEP	38	0.0%	36.8%	44.7%	18.4%	0.0%	23.7%	34.2%	42.1%				
Low SES	179	3.9%	50.3%	30.7%	15.1%	1.1%	43.0%	29.1%	26.8%				
SWD	63	3.2%	73.0%	11.1%	12.7%	1.6%	63.5%	19.0%	15.9%				
FY	5	20.0%	80.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	17	11.8%	70.6%	5.9%	11.8%	5.9%	70.6%	23.5%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Lichen K-8 School - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	2	20	15	16	0	15	18	20				
4	53	1	15	32	5	0	10	26	17				
5	40	4	16	15	5	0	14	18	8				
6	66	3	37	12	14	2	27	20	17				
7	55	0	37	9	9	0	27	11	17				
8	65	1	35	13	16	0	29	21	15				

		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
Grade	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	3.8%	37.7%	28.3%	30.2%	0.0%	28.3%	34.0%	37.7%				
4	53	1.9%	28.3%	60.4%	9.4%	0.0%	18.9%	49.1%	32.1%				
5	40	10.0%	40.0%	37.5%	12.5%	0.0%	35.0%	45.0%	20.0%				
6	66	4.5%	56.1%	18.2%	21.2%	3.0%	40.9%	30.3%	25.8%				
7	55	0.0%	67.3%	16.4%	16.4%	0.0%	49.1%	20.0%	30.9%				
8	65	1.5%	53.8%	20.0%	24.6%	0.0%	44.6%	32.3%	23.1%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE
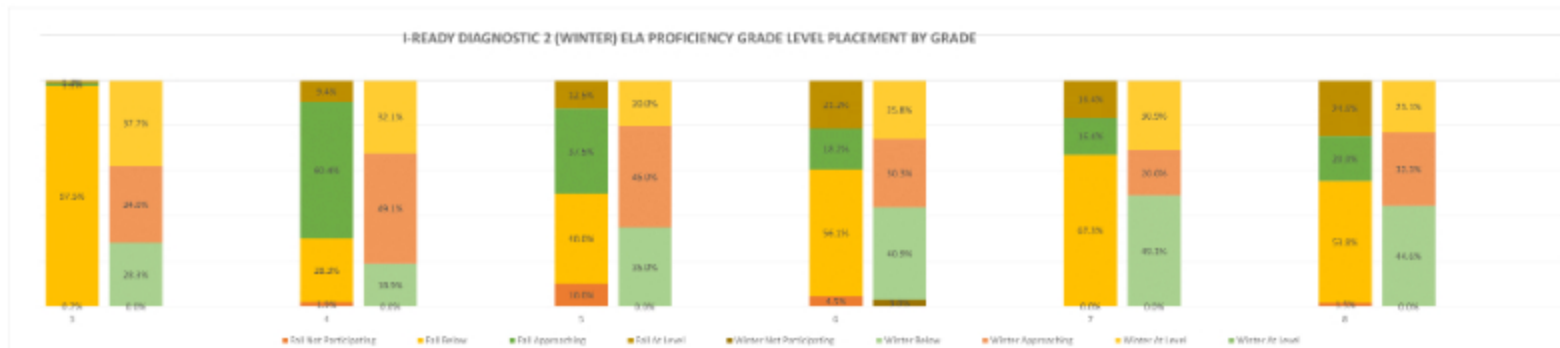
Conclusions based on this data:

1. In ELA Reading, 28.3% of students in grades 3-8 met or exceeded standards.

    In Math, 17.8% of students in grades 3-8 were at or exceeding standards.

    Based on this data, students made large improvements in both math and reading from Fall to Winter this year on the iReady assessments. We created intervention periods and after school tutoring to build skills for students who are below grade level. We are also utilizing SWUN math as a supplement and intervention for all students in math. We are utilizing IXL and iReady to help students build their reading skills for intervention and at home. We also have instructional assistant support for all of our TK, K, 1st, and 2nd grade classrooms to support student learning.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Parent survey data, Site Council and ELAC parent groups feedback loop, informal data collection during Parent-Teacher conferences, support and communication from our Family Liaison --monitored monthly and on a trimester basis as well as needed by our Family Liaison

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

Site Council and ELAC Parent groups were helpful for keeping a pulse on family needs and perceptions around student support. Our Family Liaison was critical in ensuring our language learner families were in constant contact with our site. District Parent Survey results were helpful, but too late in the game for adjustments that might be needed mid-year.

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

Using our Parent Groups as feedback loops, we were able to increase communication about community and site engagement opportunities. We also ensured that we worked closely with our Family Liaison to get all necessary communications out to out EL parent groups in a timely and consistent manner.

2022-23
Identified Need

Now more than ever, there is a need for Connected School Communities.
Now more than ever, there is a need for welcoming environments that value all students and families and provide a foundation for effective learning through identification of needs and supports.
Now more than ever, there is a need for caring staff that will coordinate and connect students and families to targeted resources, to help families access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 School Survey - Rating of certain questions in the parent involvement section. Percent strongly agree/agree.	88.5 %of parents strongly agree/agree when asked question 'the school has an environment that is caring' in the 2022-2023 Winter School Survey. This is an increase of over 9.2% from 2021-2022.	90% of parents will answer strongly agree/agree when asked questions in the 'Parent Involvement' section of the Winter 2023-2024 School Survey.
Spring 2023 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	77.2% of stakeholders answered strongly agree/agree when asked 'the school seeks my opinion when making decisions' from the School Decision Making section of the 2022-2023 School Survey.	79% of stakeholders will answer strongly agree/agree when asked questions in the 'School Decision Making' section of the 2022-2023 School Survey.
Attendance	Attendance data for Fall of 2022 was 96% positive attendance for non-Covid related absences.	We expect attendance to increase 1% in the 2023-2024 school year.

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline

1.1	Provide ESL classes for parents of ELL students.	All Students X English Learners Low-Income Students Foster Youth Other	Principal, VP, ELD teacher	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	500	School Year 2023-24
1.2	Provide food and snacks for parents at ELAC meetings to encourage participation.	All Students X English Learners Low-Income Students Foster Youth Other	Principal, VP, ELD teacher, BIA	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	850	School Year 2023-24
1.3	Encourage parent and student engagement through the provision of snacks, materials and communication tools.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, teachers, support staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24

1.4	Create opportunity for site wide PTA that will support and target the support of our EL students and families.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Secretary, Teachers	Title I Part A Parent Involvement	1850	School Year 2023-24
1.5	Through active outreach to families and community resources, our Attendance Clerk will build relationships and increase communication with our students and families who are chronically absent and those who are experiencing homelessness.	X All Students English Learners Low-Income Students Foster Youth X Other chronically absent; homeless	Admin	LCFF Supplemental Site Allocation	10,971	School Year 2023-2024
1.6	Engage with families at Donuts with the Principal monthly to discuss ideas, concerns, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1300	School Year 2023-24

1.7		All Students English Learners Low-Income Students Foster Youth Other				

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

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Lichen K-8 will implement healthy environments for social and emotional growth: all staff will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Annual Review

SPSA Year Reviewed: 2022-23

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?

Data used to progress monitor includes attendance data, Spring Survey and SAEBRS/mySAEBRS.

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

We utilized attendance data to work at the site level and in collaboration with some district supports to provide home visits to some of our chronically absent students, resulting in several coming back to school consistently in the wake of distanced learning. However, data proved difficult to use as there were few systems in place beyond the site level to support our chronically absent students. SAEBRS and mySAEBRS was an effective tool, but we will need to work more directly with the data to implement changes based on its findings.

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

We used attendance data to drive our targeted home visits for students who are chronically absent. We also used the data to host a Community Attendance Specialist who met with our chronically absent students in person to explain how attendance issues effect future options in learning. This data also helped us to create a targeted contacts list for our Community Attendance Specialist.

2022-23
Identified Need

Increased targeted interventions and supports, using counseling services (site and MTSS) as well as Restorative Practices and Cultural Responsive practices, Community Circles and Class Meetings to meet the growing need of mental health support our students need in order to be successful in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SAEBRS/mySAEBRS Emotional measure for winter "high risk"	Our baseline scores show that through the SAEBRS staff assessment, 6.2% are at "high risk" for Social/Emotional/Behavior needs and mySAEBRS data shows that 8.7% of students report they are at high risk for Social/Emotional/Behavioral needs	Our goal is to decrease both SAEBRS and mySAEBRS winter "high risk" by 2%
Chronic Absenteeism Data	Our current data shows a 29% rate for chronic absenteeism	Our goals is to decrease our chronic absenteeism by 10%
Attendance Data	Currently, we have a 96% non-Covid attendance rate	We want to increase our daily attendance to 97%
Spring Parent, Student, Staff Survey (School Culture)	Our school culture data shows a high satisfaction rate for Staff at 88%, Parent at 80.4%, and Student at 75.2%	Our goal is to increase student satisfaction responses to 80%, parents to 85% and staff response to 90%

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide student assemblies, as	X All Students English Learners	Admin/Counselor	LCFF Supplemen	3000	School Year 2023-24

	safety guidelines allow, to increase student engagement and positive culture.	Low-Income Students Foster Youth Other		tal Site Allocation 5800: Professiona l/Consulting Services And Operating Expenditur es		
2.2	Use incentives as positive reinforcement for good student choices. Including, but not limited to: ice cream for reading incentive.	X All Students English Learners Low-Income Students Foster Youth Other	Admin/Teache rs	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	6000	School Year 2023-24
2.3	Utilize technology to increase communication across campus and increase access to students/staff needing a variety of	X All Students English Learners Low-Income Students Foster Youth Other	Admin/Teache rs	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	7000	School Year 2023-24

	support (academic, behavioral, or social distancing in hybrid model)					

2.4	All K-8 teachers will have the option to attend virtual, or in person trainings to further their depth of knowledge in curricular areas, areas of interest, or areas linked to the district's 8 Point Commitment around Social Justice.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Lichen Staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4000	School Year 2023-24

2.5	Provide for Makerspace, to enhance STEM/STEAM instruction. This is to include but not limited to; technology, iPads, Chromebooks, support	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, VP, staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	9462	School Year 2023-24

	materials, substitutes for observations and trainings, button makers and materials, wood, metal, plastic, t shirts, supplies for shirt making, applications for technology, ect.					

2.6	Provide food, clothing, and basic necessities to support students so they can get to school successfully, on time and prepared to learn. This may include but is not limited to bus passes, food, clothing, toothpaste, shampoo, school supplies, helmets and bike/scooter/sk ateboard locks,	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Admin, social workers, counselor	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24

	secure lock up for bikes, scooters and skateboards and other items to help students in transition.					
2.7	Provide appropriate seating and classroom materials to support students in the classroom. This is to include but is not limited to; sensory supports, fidgets, calming stations, standing desks and stools,, calm lighting, reading centers and reading corners, curriculum to support social/emotional health and rewards and incentives for group work and Check	X All Students English Learners Low-Income Students Foster Youth Other	admin, counselor, social workers, teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2023-24

	In/Check Out monitoring. This may also include prizes and snacks.					
2.8	Provide Positive Behavior/Intervention and Support (PBIS) for whole school success. This will provide but is not limited to; poster supplies, poster making, technology support for poster maker, ink, lamination, rewards for Clawmart, school wide t-shirts for school spirit, busses and fieldtrip costs for reward field trips, and other rewards for students success.	X All Students English Learners Low-Income Students Foster Youth Other	admin, staff, counselor	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2023-24
2.9	Provide opportunities for staff to	X All Students English Learners Low-Income Students	All staff	LCFF Supplemen	1299	School Year 2023-24

	explore different options to improve Tier 1 instruction in class to support students' socio-emotional needs. Bring in outside speakers to train staff. Allow staff opportunity to participate in book studies and attend workshops as needed to improve student achievement. Purchase SEL materials and curriculum as needed.	Foster Youth Other			tal Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.10	Fund additional recess equipment for student use ensuring students are playing with clean and well maintained items.	X All Students English Learners Low-Income Students Foster Youth Other	admin, campus monitor	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2023-24

2.11	Fund a School Community Intervention Assistant (SCIA) to support our attendance improvement plan, provide outreach and resources to our homeless families, and support our PBIS program to reduce suspensions. This role will target students with low academic achievement, disabilities, chronic absences, and homelessness.	All Students English Learners Low-Income Students Foster Youth X Other chronically absent; homeless; students with disabilites	Admin	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	63,267	School Year 2023-24
2.12	Host monthly attendance incentive program.	All Students English Learners Low-Income Students Foster Youth X Other Chronically absent	Principal/Vice Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School Year 2023-24

2.13	Fund additional Recreational Aide hours to support students, reduce office referrals, suspensions and promote pro-social behaviors.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Vice Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	1000 3412	School Year 2023-24
2.14	Materials and food will be supplied for trainings.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Vice Principal/Academic Coach	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2023-24
2.15	Build community connectedness and provide	X All Students English Learners Low-Income Students Foster Youth	Admin.Vice Principal/Teachers	LCFF Supplemen	3,000	School Year 2023-24

anti-bullying assemblies, trainings, and materials and supplies for posters, groups and students	Other		tal Site Allocation 4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2022-23

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?

We used iReady data, intervention data, and PLC target student learning data to monitor student progress and evaluate instructional effectiveness.

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

Utilizing iReady diagnostic data was incredibly helpful to determine instructional effectiveness in closing learning gaps exacerbated by distance learning. Intervention data allowed us to see if targeted interventions were moving students who were significantly behind grade level. PLC target learning data was helpful for teachers who engaged in the process, but teacher buy-in across the site was spotty and thus not effective for grade levels where it was not implemented.

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

Moving forward, we want to come to agreements around common assessments at grade-level bands so that data collection can be continuous through the grade levels. We will be working on aligning data outcomes identified through common assessments with curriculum to ensure that data is what drives our instruction.

2022-23
Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady/Text level diagnostics fall/winter	Text Level or i-Ready Data from 2nd trimester 2023: 28.3% of students K-8 were either At or Exceeding grade level standards. 20.3% of K-2 students were either At or Exceeding grade level standards. 7% of K-8 English Language Learners were either At or Exceeding grade level standards 0% of K-8 students identified as McKinney-Vento (homeless) were either At or Exceeding grade level standards. 15.9% of K-8 students with disabilities are At or Exceeding grade level standards.	35% of students K8 are at, or exceeding grade level. K-2- 30% of students K8 were at, or exceeding grade level EL- 20% of students K8 were at, or exceeding grade level Students with disabilities- 30% of students K8 were at, or exceeding grade level
CAASPP 2022-2023	2022 CAASPP Results: At/Exceeds ELA Proficiency 25% of all K8 students 5.66% EL 23.01% Low SES 15.69% SPED 5% McKinney-Vento	Expected growth results for 2023-2024: ELA 30% all K8 10% EL 30% Low SES 20% SPED 10% McKinney-Vento

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	At/Exceeds Math Proficiency 17.94% of all K8 students 0% EL 14.16% Low SES 11.76% SPED 5% McKinney-Vento	Math 20% all K8 5% EL 18% Low SES 15% SPED 10% McKinney-Vento

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	All K-8 teachers will participate in on and off site professional development, training, and conferences to support their instruction in the classroom for core and intervention. This is to include but not be limited to; conference costs, hotels, rental cars, airfare, and materials from the conference.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Academic Coach, and on site Staff	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	20000	School Year 2023-24

		Supply substitute teachers as needed.				
3.2		Provide supplemental support staff to increase academic and socio-emotional outcomes for students. 1 FTE Admin Instructional Support .3 FTE Counselor .2 FTE math support	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	191,853	School Year 2023-24
3.3		Classified staff will be trained all academic areas to provide support teachers in teaching math, reading, writing, intervention, behavior, and	X All Students English Learners Low-Income Students Foster Youth Other	classified staff/Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	2,000	School Year 2023-24

	Makerspace, STEM and STEAM. Part of this training will pay for time cards for classified staff as well as the trainer.					
3.4	Provide parent engagement opportunities through evening workshops.	All Students X English Learners Low-Income Students Foster Youth Other	Admin, ELD teacher	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,000	School Year 2023-24
3.5	Purchase license for a variety of supplemental programs to support standards based district adopted (I-Ready for remediation, Read Naturally, Khan Academy, Reading Counts, Brain Pop, Prodigy,	X All Students X English Learners Low-Income Students Foster Youth Other	Principal/Vice Principal/Academic Coach	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	32,288	School Year 2023-24

	Power-up, SWUN etc) Purchase subscriptions to Scholastic, National Geographic, Mystery Science, and other instructional magazines and materials of high interest. Purchase high interest reading materials for student engagement to supplement current adoptions.				

3.6	Purchase technology for students and teachers/support staff to support instruction in the classrooms (including STEAM instruction): this is to include but is not limited to;	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal/Vice Principal/Academic Coach	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	School Year 2023-24

		ELMOs, projectors, iPads, TV monitors and wall mounts, accessories for iPads and other technology that is needed to support curriculum.					

3.7		Printed materials will be ordered from outside vendors, and current printers will be maintained with toner and ink, for supplemental instruction and differentiation	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Admin, office staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	School Year 2023-24

3.8		Mitigate learning loss with after school tutoring with a credentialed teacher.	All Students X English Learners X Low-Income Students X Foster Youth Other	teachers, admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8,000	School Year 2023-24

3.9	Continue supporting improved literacy efforts in purchasing books and materials aimed at high engagement topics, and literature with an equity lens.	X All Students English Learners Low-Income Students Foster Youth Other	admin, staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	15,000	School Year 2023-24
3.10	Purchase of materials and supplies to support teachers in creating GLAD lessons and units. Purchase materials and supplies for teachers to create engaging GLAD lessons, to include flip charts, pens, realia, markers, color printer/copiers, paper, ink and other materials as needed.	All Students X English Learners Low-Income Students Foster Youth Other	teachers/principal/vice principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School Year 2023-24
3.11		All Students				

		English Learners Low-Income Students Foster Youth Other				
3.12	Provide math support materials and technologies that align with standards and adopted curriculum and engage students with hands on activities. Includes printing costs of supplemental materials.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, coach	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School Year 2023-24
3.13	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	126,189	School Year 2023-24

| 3.14 | Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). Provide primary language support to our EL families to engage families in our school community (ELAC, PTA, Site Council, connection with community resources, etc.) .75 FTE BIAs | All Students
X English Learners
Low-Income Students
Foster Youth
Other | Principal, Teachers, BIAs | Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries

LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries | 2,000

39,354 | School Year 2023-24 |

3.15	We will provide after school training and GLAD support time for staff to create GLAD lessons and materials.	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher, staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7,000	School Year 2023-24
3.16	Provide additional support through counseling and a site resource teacher to support equitable student outcomes. Counseling and resource assistant support.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, teachers, counselors	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	70 146,233	School Year 2023-24

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2022-23

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?

Informal student survey, Spring 2021-2022 School Survey

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

Spring 2022-2023 School Survey data was helpful in understanding how students and their families felt about their college and career readiness. The informal student survey gathering, while insightful, was harder to codify. In the future, we will use a google form approach in order to capture more firm data.

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

Moving forward, we will create more opportunity for student surveys as they provide more timely data and the ability to adjust as the year progresses.

2022-23
Identified Need

Data in the form of surveys show that students in a K-8 school setting do not necessarily always know what pathways are available to them.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2022-2023 School Survey - College and Career - Students know what classes to pass to graduate high school	Know what classes to pass or graduate high school: Parents- 48.55% strongly agree/agree Students-47.13% strongly agree/agree	Increase student responses by 5% and parent responses by 10%
Spring 2022-2023 School Survey - College and Career -Students are interested in college or university (2 or 4 years)	61.32% of parents and 50% of students agree/strongly agree they are informed about career pathways and programs available in middle and high school.	Increase parent and student responses by 10%
Spring 2022-2023 School Survey- Meaningful Participation overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents * Students are excited in what they are learning	Prepared for next step of educational experience: Students- 45.35% strongly agree/agree Parents-53.16% strongly agree/agree Students have access to classes and activities that meet their interests and talents Students-20.93% strongly agree/agree Parents- 77.1% strongly agree/agree Excited in what they are learning: Students- 48.84% strongly agree/agree Parents- 78.08% strongly agree/agree	Increase student response on access to classes and activities that meet their interests and talents by 10% All other measures to improve by 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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide opportunities for students to experience off campus activities, as well as virtual activities to encourage broad perspectives. Provide related transportation, registration fees and ancillary expenses.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, office staff, teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7000	School Year 2023-24
4.2	Provide opportunities for students to engage with organizations such as STORM and SAYS in school hour, and after school hour activities	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	10,000	School Year 2023-2024
4.3	Offer virtual and in-person academic	X All Students English Learners Low-Income Students	All Staff	LCFF Suppleme	4000	School Year 2023-24

enrichment activities for families to encourage literacy, math reasoning, STEAM and lifestyle choices. Build community through after school evening family engagement activities. Include vendors like Sami Circuit, Phil Tulga, Mad Science, VAPA, etc. Provide refreshment and materials as needed.	Foster Youth Other			ntal Site Allocation 5000-5999: Services And Other Operating Expenditures		

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:

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
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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
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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
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

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
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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
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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
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SCHOOL GOAL #3:

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
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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
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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
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SCHOOL GOAL #4:

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
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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
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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
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$357,345.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$802,398.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$195,265.00
LCFF Supplemental English Learner Central	$165,543.00
LCFF Supplemental Site Allocation	$57,920.00
Title I Part A Parent Involvement	$4,350.00
Title I Part A Site Allocation	$379,320.00

Subtotal of state or local funds included for this school: $802,398.00

Total of federal, state, and/or local funds for this school: $802,398.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	57,920	0.00
LCFF Supplemental English Learner Central	165,543.00	0.00
LCFF Supplemental Centralized Services (District Only)	195,265.00	0.00
Title I Part A Site Allocation	379,320	0.00
Title I Part A Parent Involvement	4,350	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	195,265.00
LCFF Supplemental English Learner Central	165,543.00
LCFF Supplemental Site Allocation	57,920.00
Title I Part A Parent Involvement	4,350.00
Title I Part A Site Allocation	379,320.00

Expenditures by Budget Reference

Budget Reference	Amount
	12,821.00
1000-1999: Certificated Personnel Salaries	481,345.00
2000-2999: Classified Personnel Salaries	111,033.00
4000-4999: Books And Supplies	115,112.00
5000-5999: Services And Other Operating Expenditures	49,087.00
5800: Professional/Consulting Services And Operating Expenditures	23,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	191,853.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	126,189.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	39,354.00
	LCFF Supplemental Site Allocation	10,971.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	30,650.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	12,299.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
	Title I Part A Parent Involvement	1,850.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	500.00
	Title I Part A Site Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	163,303.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	65,267.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	84,462.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	36,288.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,471.00
Goal 2	112,940.00
Goal 3	651,987.00
Goal 4	21,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Roxanne Stellmacher	Principal
Lisa Blen	Other School Staff
Dolores Love	Classroom Teacher
Jessica McDonald	Classroom Teacher
Megan Harris	Classroom Teacher
Renae Green	Parent or Community Member
Ray Diaz	Parent or Community Member
Mike Provence	Parent or Community Member
Joshua Klaner	Parent or Community Member
Shannon Pierce	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
Lisa Blon	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-30-23.

Attested:

Signature	
(signature)	Principal, Elizabeth Wahl on 5-30-23
(signature)	SSC Chairperson, Renee Green on 5-30-23

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.

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

Lichen School (K-8)

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$195,265.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$3,412.00	Healthy Environments for Social-Emotional Growth	
Provide supplemental support staff to increase academic and socio-emotional outcomes for students. 1 FTE Admin Instructional Support .3 FTE Counselor .2 FTE math support	1000-1999: Certificated Personnel Salaries	$191,853.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$195,265.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental English Learner Central   **$165,543.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	$126,189.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$39,354.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures:	$165,543.00		
LCFF Supplemental English Learner Central Allocation Balance:	$0.00		

Lichen School (K-8)

Funding Source: LCFF Supplemental Site Allocation   **$57,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for students to experience off campus activities, as well as virtual activities to encourage broad perspectives. Provide related transportation, registration fees and ancillary expenses.	5000-5999: Services And Other Operating Expenditures	$7,000.00	Clear Pathways to Bright Futures	
Offer virtual and in-person academic enrichment activities for families to encourage literacy, math reasoning, STEAM and lifestyle choices. Build community through after school evening family engagement activities. Include vendors like Sami Circuit, Phil Tulga, Mad Science, VAPA, etc. Provide refreshment and materials as needed.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Social-Emotional Growth	
Provide food and snacks for parents at ELAC meetings to encourage participation.	4000-4999: Books And Supplies	$850.00	Connected School Communities	
Encourage parent and student engagement through the provision of snacks, materials and communication tools.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
Through active outreach to families and community resources, our Attendance Clerk will build relationships and increase communication with our students and families who are chronically absent and those who are experiencing homelessness.		$10,971.00	Connected School Communities	
Engage with families at Donuts with the Principal monthly to discuss ideas, concerns, etc.	4000-4999: Books And Supplies	$1,300.00	Connected School Communities	
Provide student assemblies, as safety guidelines allow, to increase student engagement and positive culture.	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00	Healthy Environments for Social-Emotional Growth	

Lichen School (K-8)

Use incentives as positive reinforcement for good student choices. Including, but not limited to: ice cream for reading incentive.	4000-4999: Books And Supplies	$6,000.00	Healthy Environments for Social-Emotional Growth
Utilize technology to increase communication across campus and increase access to students/staff needing a variety of support (academic, behavioral, or social distancing in hybrid model)	4000-4999: Books And Supplies	$7,000.00	Healthy Environments for Social-Emotional Growth
Provide food, clothing, and basic necessities to support students so they can get to school successfully, on time and prepared to learn. This may include but is not limited to bus passes, food, clothing, toothpaste, shampoo, school supplies, helmets and bike/scooter/skateboard locks, secure lock up for bikes, scooters and skateboards and other items to help students in transition.	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Social-Emotional Growth
Provide appropriate seating and classroom materials to support students in the classroom. This is to include but is not limited to; sensory supports, fidgets, calming stations, standing desks and stools,, calm lighting, reading centers and reading corners, curriculum to support social/emotional health and rewards and incentives for group work and Check In/Check Out monitoring. This may also include prizes and snacks.	4000-4999: Books And Supplies	$1,500.00	Healthy Environments for Social-Emotional Growth
Provide Positive Behavior/Intervention and Support (PBIS) for whole school success. This will provide but is not limited to; poster supplies, poster making, technology support for poster maker, ink, lamination, rewards for Clawmart, school wide t-shirts for school spirit, busses and fieldtrip costs for reward field trips, and other rewards for students success.	4000-4999: Books And Supplies	$5,000.00	Healthy Environments for Social-Emotional Growth

Lichen School (K-8)

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for staff to explore different options to improve Tier 1 instruction in class to support students' socio-emotional needs. Bring in outside speakers to train staff. Allow staff opportunity to participate in book studies and attend workshops as needed to improve student achievement. Purchase SEL materials and curriculum as needed.	5000-5999: Services And Other Operating Expenditures	$1,299.00	Healthy Environments for Social-Emotional Growth	
Fund additional recess equipment for student use ensuring students are playing with clean and well maintained items.	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Social-Emotional Growth	
Host monthly attendance incentive program.	4000-4999: Books And Supplies	$2,500.00	Healthy Environments for Social-Emotional Growth	
Fund additional Recreational Aide hours to support students, reduce office referrals, suspensions and promote pro-social behaviors.	2000-2999: Classified Personnel Salaries	$1,000.00	Healthy Environments for Social-Emotional Growth	
Materials and food will be supplied for trainings.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Site Allocation Total Expenditures: $57,920.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $4,350.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Create opportunity for site wide PTA that will support and target the support of our EL students and families.		$1,850.00	Connected School Communities	

Lichen School (K-8)

Proposed Expenditure	Object Code	Amount	Goal
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). Provide primary language support to our EL families to engage families in our school community (ELAC, PTA, Site Council, connection with community resources, etc.) .75 FTE BIAs	2000-2999: Classified Personnel Salaries	$2,000.00	Engaging Academic Programs
Provide ESL classes for parents of ELL students.	5000-5999: Services And Other Operating Expenditures	$500.00	Connected School Communities

Title I Part A Parent Involvement Total Expenditures:		$4,350.00	
Title I Part A Parent Involvement Allocation Balance:		$0.00	

Funding Source: Title I Part A Site Allocation $379,320.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
We will provide after school training and GLAD support time for staff to create GLAD lessons and materials.	1000-1999: Certificated Personnel Salaries	$7,000.00	Engaging Academic Programs	
Provide additional support through counseling and a site resource teacher to support equitable student outcomes. Counseling and resource assistant support.	1000-1999: Certificated Personnel Salaries	$70.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	$146,233.00	Engaging Academic Programs	

Lichen School (K-8)

Fund a School Community Intervention Assistant (SCIA) to support our attendance improvement plan, provide outreach and resources to our homeless families, and support our PBIS program to reduce suspensions. This role will target students with low academic achievement, disabilities, chronic absences, and homelessness.	2000-2999: Classified Personnel Salaries	$63,267.00	Healthy Environments for Social-Emotional Growth
Purchase of materials and supplies to support teachers in creating GLAD lessons and units. Purchase materials and supplies for teachers to create engaging GLAD lessons, to include flip charts, pens, realia, markers, color printer/copiers, paper, ink and other materials as needed.	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs
Provide opportunities for students to engage with organizations such as STORM and SAYS in school hour, and after school hour activities		$10,000.00	Clear Pathways to Bright Futures
Classified staff will be trained all academic areas to provide support teachers in teaching math, reading, writing, intervention, behavior, and Makerspace, STEM and STEAM. Part of this training will pay for time cards for classified staff as well as the trainer.	2000-2999: Classified Personnel Salaries	$2,000.00	Engaging Academic Programs
Provide parent engagement opportunities through evening workshops.	1000-1999: Certificated Personnel Salaries	$2,000.00	Engaging Academic Programs

Lichen School (K-8)

Purchase license for a variety of supplemental programs to support standards based district adopted (I-Ready for remediation, Read Naturally, Khan Academy, Reading Counts, Brain Pop, Prodigy, Power-up, SWUN etc) Purchase subscriptions to Scholastic, National Geographic, Mystery Science, and other instructional magazines and materials of high interest. Purchase high interest reading materials for student engagement to supplement current adoptions.	5000-5999: Services And Other Operating Expenditures	$32,288.00	Engaging Academic Programs
Purchase technology for students and teachers/support staff to support instruction in the classrooms (including STEAM instruction): this is to include but is not limited to; ELMOs, projectors, iPads, TV monitors and wall mounts, accessories for iPads and other technology that is needed to support curriculum.	4000-4999: Books And Supplies	$20,000.00	Engaging Academic Programs
Printed materials will be ordered from outside vendors, and current printers will be maintained with toner and ink, for supplemental instruction and differentiation	4000-4999: Books And Supplies	$20,000.00	Engaging Academic Programs
Mitigate learning loss with after school tutoring with a credentialed teacher.	1000-1999: Certificated Personnel Salaries	$8,000.00	Engaging Academic Programs
Continue supporting improved literacy efforts in purchasing books and materials aimed at high engagement topics, and literature with an equity lens.	4000-4999: Books And Supplies	$15,000.00	Engaging Academic Programs
Provide math support materials and technologies that align with standards and adopted curriculum and engage students with hands on activities. Includes printing costs of supplemental materials.	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs

Lichen School (K-8)

All K-8 teachers will participate in on and off site professional development, training, and conferences to support their instruction in the classroom for core and intervention. This is to include but not be limited to; conference costs, hotels, rental cars, airfare, and materials from the conference. Supply substitute teachers as needed.	5800: Professional/Consulting Services And Operating Expenditures	$20,000.00	Engaging Academic Programs
All K-8 teachers will have the option to attend virtual, or in person trainings to further their depth of knowledge in curricular areas, areas of interest, or areas linked to the district's 8 Point Commitment around Social Justice.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Healthy Environments for Social-Emotional Growth
Provide for Makerspace, to enhance STEM/STEAM instruction. This is to include but not limited to; technology, iPads, Chromebooks, support materials, substitutes for observations and trainings, button makers and materials, wood, metal, plastic, t shirts, supplies for shirt making, applications for technology, ect.	4000-4999: Books And Supplies	$9,462.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures: $379,320.00

Title I Part A Site Allocation Allocation Balance: $0.00

Lichen School (K-8) Total Expenditures: $802,398.00