

School Year: **2023-24**



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
Starr King TK-8 School	34-67447-6034920	May 23rd, 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

Comprehensive Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. It 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.

SPSA Goals were created to align with the District LCAP goals: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture. Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe. Engaging, Rigorous and Relevant Learning for Every Student: Every SJUSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Supporting and Empowering Staff:

Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

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.

Comprehensive Support and Improvement (CSI) 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.

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

The 2023-2024 SPSA will continue to focus on student academic growth in English language arts utilizing Universal Access, continued supports for Starr King students who are second language learners, refugees and the integration of Positive Behavior Interventions and Supports. The 2023-2024 Comprehensive Needs Assessment is focused on the following: supporting teachers with student growth in math, creating a welcoming environment for students and families, lowering the suspension rate in the middle school (grades 6-8), providing support for designated ELD, providing access to experiences through field trips and assemblies, and providing students with access to technology that supports academic growth.

On account of the continued impact of the COVID-19 Pandemic through the 2020-2022 school years, the 2023-2024 SPSA aims to target actions to accelerate academic learning, strengthen social-emotional supports and provide enrichment opportunities for students. This plan also prioritizes family and community engagement opportunities.

Starr King's data analysis included a thorough review of the following state and local data sources:

Quantitative Data Review
 Chronic Absenteeism- Very High
 Suspension- Very High
 Language Arts- Very Low
 Mathematics- Very Low

i-Ready ELA
 Diagnostic #1
 75.5% Below, 13.8% Approaching, 7.9% At Grade Level
 68.9% Below, 16.5% Approaching, 12.3% At Grade Level

i-Ready Math
 Diagnostic #1
 78.6% Below, 15.5% Approaching, 2.7% At Grade Level
 Diagnostic #2
 69.9% Below, 21.8% Approaching, 6.2% At Grade Level

i-Ready Beginning of Year to Middle of Year:
 Math ELA
 Grade A. 62%. 66%
 Grade B. 36%. 93%
 Grade C. 107%. 171%
 Grade D 78%. 100%
 Grade E. 60%. 90%
 Grade F. 50%. 95%
 Grade G. 54%. 150%

Attendance

- The overall Attendance rate 89%
- The Chronically Absent rate 43%

Suspensions 2022-2023

- The suspension rate for all students 6.7% overall
- Suspensions per grade level

Grade K- 1

Grade 2-2

Grade 3-2

Grade 4-7

Grade 5-4

Grade 6-6

Grade 7-26

22-23 Suspension Data:

Overall- 4.3%

Black- 15.9%

10.4 Students with Disabilities- 10.4%

Homeless- 12.5%

Low SES- 5%

Qualitative Data Review-Student Survey Data (Spring 2023)

Sense of Belonging:

Students are respectful to one another:

Parent- 66%

Student- 20%

Staff- 24%

Safety:

I feel safe sharing different viewpoints at my school:

Parent-74%

Student-50%

Staff-75%

School Decision Making:

School seeks input when making important decisions:

Parent-78%

Student-52%

Staff-80%

Family and Staff Involvement:

The school offers opportunities for families to be involved in school and classroom activities

Parent-73%

Staff- 61%

High Expectations:

Students are challenged academically at school:

Parent-60%

Student-59%

Staff- 85%

Student Focus Groups:

Students shared in listening circles a desire for Starr King to provide extracurricular activities after school that are both academic as well as recreational. There was also a desire from students to increase the respect among students and staff.

Parent Focus Groups:

Parents shared a desire to have more technology available at home to practice what is being taught at school. Parents also shared a need to have more tutoring available after school to support students who are struggling.

Staff feel strongly about providing anti-racist and culturally responsive education. They are also interested in increased professional learning to support interventions, and deepening their understanding of differentiation. Staff would also like opportunities to improve their skills in restorative practices, classroom management, and trauma informed practices.

Root Cause Analysis

What did your root causes analysis reveal?

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

Starr King TK-8 met the criteria for Comprehensive Support and Improvement (CSI) as a result of low performance on the California School Dashboard for two or more consecutive years the following indicators:

- * Chronic Absenteeism
- * Suspension Rate
- * English Language Arts
- * Math

Starr King TK-8 met the criteria for Comprehensive Support and Improvement (CSI) as a result of low performance on the California School Dashboard for two or more consecutive years for the following student groups:

- * African American
- * Asian
- * English Learners
- * Hispanic
- * Homeless
- * Socioeconomically disadvantaged
- * Students with Disabilities
- * White

Based on an analysis of state and local data, the following root causes contributing to the results were identified:

- * Students not feeling connected to the school and not feeling respected by one another.
- * Continued growing numbers of EL and refugee students
- * Significant behaviors that lead to suspension especially with our student in grades 6-8.
- * Emphasis on ELA in the past several years including the implementation of Universal Access where students have seen individual growth. Emphasis shift towards math for teachers providing quality instruction in math.
- * Support with attendance improvement.

In response to this data, we will implement the following evidence based actions (i.e. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:

- * Build scaffolds and supports to help students succeed.
- * Continue Universal Access for ELA.
- * Provide supports newcomers and Level 1 ELD students with small groups using research based curriculum.
- * Continue with PBIS to support improving behaviors to keep students in class while building positive relationships with staff
- * Hire a School Community Intervention Specialist to work with students in grades 6-8 to support relationships, behavior interventions and academic supports.

Attendance:

There is a discrepancy between attendance tracking and health guidelines around student symptoms that would lead to a positive COVID test which resulted in families keeping students at home.

Although students returned to in-person learning for the 2021-2022 school year, significant factors outside the control of

the school resulted in a decrease in regular attendance averages. As schools move towards lower COVID-19 rates during the 2022-2023 school year, across the site and Sacramento Region as a whole, the goal is to regain higher attendance rates, which will directly impact student learning. As noted in current attendance metrics, students struggled to attend due to the impacts of COVID-19, which prevented students and/or families from regularly participating in consistent learning, directly impacting attendance rates, due to student exposures, contacting tracing, student/staff positivity rates.

Academic Engagement:

Disrupted learning resulted in disengagement as evidenced by students not attending school regularly due to difficulties from 22-23 COVID-19 guidelines.

Overall, the lack of engagement and mastery of grade-level standards from our students during the 2021-2022 school year can be attributed to the following factors:

- Unstable housing for our homeless and low-income students
- Lack of access and support for our English Language Learners and their families
- Underlying at-home stressors due to the impact on families in post pandemic
- School attendance due to COVID-19 exposures, positivity rates, quarantining protocols
- Struggles related to the management of academic and social emotional variables related to skill deficit and emotional regulation
- Lack of appropriate social interaction with school aged peers during unstructured times such as recess
- Decrease in foundational skill knowledge and levels of mastery upon entering each grade level
- High levels of transiency rates
- Increase in number of English language learners and refugee students

School Community:

With the implementation of our community outreach and support plan, such as digital online newsletters, family and community engagement events which included Neighborhood Learning Project, and our online social media presence, we have seen some continued level of engagement in the way parents and students feel connected to our school community. It has also been noted that parents and students report a decrease in feelings of school culture and sense of belonging, which is in part, due to the unintended consequences of unstable attendance rates and inconsistent learning blocks. There is a common desire to provide a culture that consistently models a caring and supportive environment for all students, families, and staff. When schools foster a culture that provides a safe and inclusive environment the academic and social emotional success for each student can flourish.

When analyzing current District Survey data and the Student Information System, the team noted the connection between school attendance, suspension data, and overall school culture percentages as it relates to academic success. We noted that our chronic absenteeism is potentially linked to families needing support at home to empower and help them feel a stronger connection to our school community, as well as the consequences of post pandemic effects on consistent and stable learning environments.

Additionally noted that there is a need to promote school culture and connectedness amongst students in order to decrease chronic absenteeism and bolster student engagement. The continuance of our PBIS system, Restorative Practices, along with the our Social Worker, Campus Representative and Intervention teachers has shown that students are making growth in ELA. Additionally, funding has been spent on academic initiatives such as teacher professional development, social-emotional learning programs, as well as staff engagement and ongoing development around Equity and the Social Justice practices. To further support social-emotional well-being of students the site contracted with Amazing Athletes and Sports for Learning, two structured lunch-time programs, aimed to, “empower children by using sports as a catalyst to engage their inner strength and ability so they can confidently pursue an active lifestyle” on a weekly basis. These programs promote the importance of patience, teamwork and self confidence allowing for increase in school connectedness and academic achievement.

It was also noted that there is a lack of understanding and access to resources regarding students' pathways from elementary, middle, high school and beyond based on District Survey Data.

In the last five years, Starr King focused heavily on utilizing data to drive instruction. Starr King committed to providing small group instruction in grades TK-6. Starr King engaged in professional learning around ELD, but there is still more growth needed in this area, as over 55% of our students are English Learners. Starr King focused on the science of reading and the teaching of foundational reading skills to meet students where they are at and build on student strengths using data in reading instruction. Other than site learning, there has not been a heavy focus in ELA or math for grades 3-8 at the district level. There has been limited professional development from the District in math and TK-6 has identified math as an area of focus. Core math instruction and common math language has been a targeted area of growth for TK-8 classroom instruction.

With the increase in EL students, there is a need to strengthen our designated and integrated ELD and focus on developing language targets for all lessons. In addition, there is a need to heighten our focus around utilizing/emphasizing academic vocabulary. As a site, Starr King has been focusing our learning around the PLC model, and continued this work in the 2023-24 school year.

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, the focus of this plan is to address resource inequities due to students' academic progress and social-emotional well-being throughout the 2023-2024 school year. This plan identifies actions to promote academic success and engagement, social-emotional support, targeted instruction, interventions, enrichment experiences, and family and community engagement.

Based on data analysis, root cause analysis, review of budgets and the review of empathy gathering sessions, the following resource inequities were identified in Goal Area 1: (Connected School Communities):

- Attendance Guidelines/Protocols
- Lack of cultural understanding for the diverse and ever changing population
- Limited opportunities for families to connect to school functions, events, and parent volunteers
- Decrease in student engagement due to consistent attendance.
- Lack of a sense of connectedness among 6-8 students

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 2: (Healthy Environments for SEL):

- Lack of consistency and availability to onboard new families and students to our campus to promote safe and welcoming practices.
- Level of parent capacity within populations is a contributing factor to the decrease in student engagement and attendance.
- Increase in social emotional referrals for family and student supports.
- Lack of current and relevant resources and training around trauma effects as related to post pandemic needs for students and families
- Lack of cultural understanding and acceptance

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 3: (Engaging Academic Programs)

Goal 3:

- An increase in refugee and newcomer English learners has increased the percentage of students needing targeted designated supports in the development of language acquisition
- There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.
- Limited Professional Development toward effective Mathematics instructional strategies has been a challenge due to the increase in the lack of student readiness and levels of mastery in targeted foundations mathematics knowledge

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal 4: (Clear Pathways)

Goal 4:

- Limited field trips and hands-on experiences due access and time constraints due to protocols and guidelines
- Lack of enrichment activities due to the limitation of funding and transportation/space
- Lack of knowledge presented to students and families around college and career ready opportunities

As our site continues to grow capacity to accelerate intentional learning this coming school year, staff will engage in ongoing professional development that focuses on data analysis, refinement of differentiation strategies and tools to strengthen instructional practices both academically and through SEL development.

Priorities

1. Provide math professional development for staff
2. Provide incentives for student attendance by focusing on attendance growth
3. Provide recognition to promote positive school culture.
4. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
5. Provide culturally responsive resources to support school culture and represent our diverse populations.
6. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
7. Provide a bridge between home and school to promote students' academic and social success.
8. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide decisions
9. Provide additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.

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

The development of the School Plan began in the fall of the 22/23 school year. The Site Leadership team, School Site Council, school staff and our English Learner Advisory Committee (ELAC) evaluated the current SPSA to determine if actions had been effective. Each group noted the need to accelerate learning, deepen SEL support and provide enrichment opportunities for students, as well as family and community engagement experiences.

School Site Council met five times during the 2022-2023 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council expressed interest in funding ongoing technology purchases to replace old and outdated hardware. It was shared that maintaining and updating technology will support all students. School Site Council also expressed an interest to continue to fund the intervention teaching position for the 2023-2024 school year to provide support with ELA that is meeting students where they are at, as well as invest in social-emotional and enrichment opportunities for students. Parents on the Council expressed concerns about the social-emotional needs of the students, gaps in learning loss and how to best support low income families and English Learner families with the technological divide, which came to light during the transition from distance learning to hybrid; as well as those who remained in distance learning after the hybrid model began in March 2021. A desire to continue family and community engagement connections remains a priority for the Council, as well as the ELAC. One member expressed appreciation for the diversity emphasis by updating school and classroom libraries with books that represent all cultures.

In accordance with state and local guidelines, stakeholder involvement was done virtually with discussions on how to support students and families in the upcoming school year. Stakeholders shared a desire to accelerate learning over the summer and into the fall. Further discussion focused on ways to mitigate learning loss, which remains a priority in addition to social-emotional well-being.

A digital site-based survey was created to gain feedback from parents about their priorities around the 4 LCAP 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
- Results from the survey are detailed in the Comprehensive Needs Assessment.

Teachers and support staff participated in development of the SPSA through surveys, Jamboards, staff meetings, the Site Leadership Team and School Site Council. In January of 2021, teachers shared their priorities for funding in a survey and refined their priorities in April of 2021 through a focused Jamboard. These priorities were shared with stakeholder groups and addressed in the development of this School Plan.

Teachers noted a desire to continue the work started in the previous year by increasing opportunities for students to build numeracy foundational skills such as number sense, basic computation, and setting mastery goals. Teachers also noted the need to continue site work in guided reading and literacy foundational skills. They would like to strengthen small group targeted instruction in all grades, as well as increase funding for technology and necessary resources to support needs within the classroom setting. Additionally, teachers prioritized social-emotional resources, and ways to re-energize family and community engagement opportunities. The purchase of materials and supplies to support these priorities was noted in the plan.

The draft SPSA was shared with the Site Leadership Team and School Site Council.

Stakeholder input: Parent meetings, including ELAC and School Site Council were held to share information, gather input, and inform planning for summer learning, social-emotional supports, and fall 2023-2024 learning.

Teacher Feedback: Teachers reported that students and teacher interactions are very positive because of use of PBIS. Universal Access for ELA is very supportive because students are assessed and supports are provided for where the students are at. The integration of Neighborhood Learning Project was a new parent and community integration process. NLP was built around the idea that the families and community are seen as assets and that Starr King creates opportunities for us to meet the families where they are at.

Student Empathy Gathering: Most students reported being happy to be back on campus as opposed to distance learning; however, students reported school being academically difficult, as they said that they were not engaged during online learning. They recognized the gaps that had been created as a result of their low engagement online.

Parent Feedback: Parents reported that students were happy that they were on campus full time after the pandemic and a sense of belonging would be an area of possible focus for Starr King. Parents wanted to create a more inclusive environment where students trust one another and respect the variety of cultural backgrounds by building relationships through an understanding of the student cultures and backgrounds.

The staff recognizes that intense supports are needed for Starr King's large population of English learner students who are often refugee students and newcomers with limited English.

Resource Inequities

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

Goal 1:

- Attendance Guidelines/Protocols
- Lack of cultural understanding for the diverse and ever changing population
- Limited opportunities for families to connect to school functions, events, and parent volunteers
- Decrease in student engagement due to consistent attendance.
- Lack of a sense of connectedness among 6-8 students

Goal 2:

- Lack of consistency and availability to onboard new families and students to our campus to promote safe and welcoming practices.
- Level of parent capacity within populations is a contributing factor to the decrease in student engagement and attendance.
- Increase in social emotional referrals for family and student supports.
- Lack of current and relevant resources and training around trauma effects as related to post pandemic needs for students and families
- Lack of cultural understanding and acceptance

Goal 3:

- An increase in refugee and newcomer English learners has increased the percentage of students needing targeted designated supports in the development of language acquisition
- There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.
- Limited Professional Development toward effective Mathematics instructional strategies has been a challenge due to the increase in the lack of student readiness and levels of mastery in targeted foundations mathematics knowledge

Goal 4:

- Limited field trips and hands-on experiences due access and time constraints due to protocols and guidelines
- Lack of enrichment activities due to the limitation of funding and transportation/space
- Lack of knowledge presented to students and families around college and career ready opportunities

As our site continues to grow capacity to accelerate intentional learning this coming school year, staff will engage in ongoing professional development that focuses on data analysis, refinement of differentiation strategies and tools to strengthen instructional practices both academically and through SEL development.

Priorities

1. Provide additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.
2. Provide incentives for improved student attendance and engagement.
3. Provide PBIS recognition to promote positive school culture.
4. Provide materials and resources to support differentiation for grades TK-8.
5. Provide hands-on academic materials for students to use at home, as needed.

6. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
7. Provide culturally responsive resources to support school culture and represent our diverse populations.
8. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
9. Provide a bridge between home and school to promote students' academic and social success.
10. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide events.
11. Provide an opportunity for Restorative/PBIS/SEL and trauma support with repairing harm created with one another and with staff by students and adults on campus
12. Provide opportunities around college and career pathways to all students

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	0.5%	0.26%	0.12%	4	4	1
African American	11.6%	11.53%	9.93%	94	94	80
Asian	31.0%	37.61%	36.48%	252	252	294
Filipino	0.3%	0.13%	0.12%	2	2	1
Hispanic/Latino	17.3%	15.07%	15.76%	141	141	127
Pacific Islander	0.6%	0.52%	1.12%	5	5	9
White	31.6%	27.52%	29.53%	257	257	238
Multiple/No Response	7.1%	7.34%	6.95%	58	58	56
	Total Enrollment			813	763	806

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	75	111
Grade 1	75	76	78
Grade 2	102	101	79
Grade3	98	97	99
Grade 4	84	84	102
Grade 5	78	76	87
Grade 6	95	93	78
Grade 7	78	71	97
Grade 8	91	90	75
Total Enrollment	813	763	806

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	339	440	462	41.70%	57.7%	57.3%
Fluent English Proficient (FEP)	44	33	34	5.40%	4.3%	4.2%
Reclassified Fluent English Proficient (RFEP)	1			0.3%		

Starr King K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

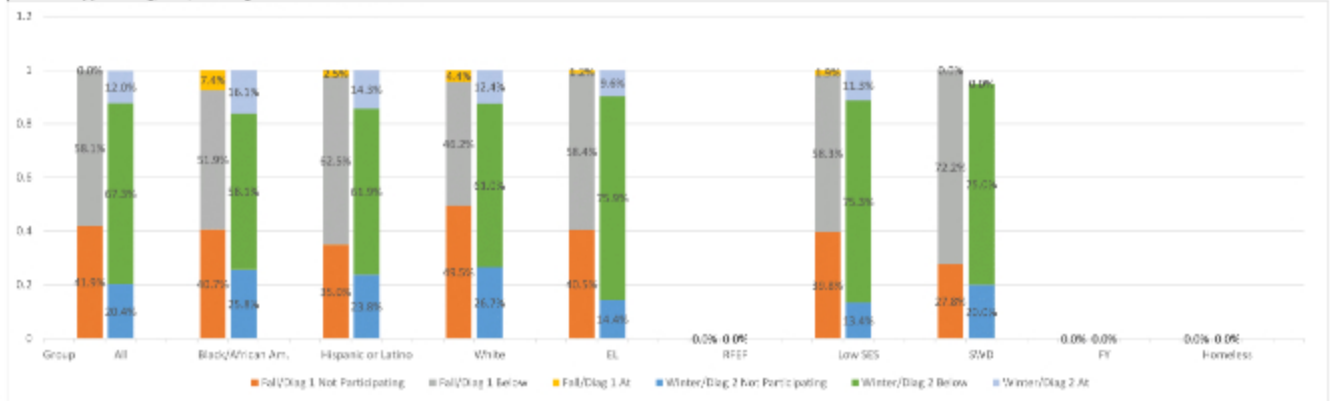
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	308	112	155	0	63	208	37			
Black/African Am.	31	11	14	2	8	18	5			
Hispanic or Latino	42	14	25	1	10	26	6			
White	105	45	42	4	28	64	13			
EL	187	70	101	2	27	142	18			
RFP	3	0	1	1	1	0	1			
Low SES	239	86	126	4	32	180	27			
SWD	20	5	13	0	4	15	0			
FY	1	0	1	0	0	1	0			
Homeless	5	0	3	0	1	3	0			

Starr King K-8 - 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	308	41.9%	58.1%	0.0%	20.4%	67.3%	12.0%			
Black/African Am.	31	40.7%	51.9%	7.4%	25.8%	58.1%	16.1%			
Hispanic or Latino	42	35.0%	62.5%	2.5%	23.8%	61.9%	14.3%			
White	105	49.5%	46.2%	4.4%	26.7%	61.0%	12.4%			
EL	187	40.5%	58.4%	1.2%	14.4%	75.9%	9.6%			
RFP	3	0.0%	50.0%	50.0%	33.3%	0.0%	33.3%			
Low SES	239	39.8%	58.3%	1.9%	13.4%	75.3%	11.3%			
SWD	20	27.8%	72.2%	0.0%	20.0%	75.0%	0.0%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	5	0.0%	100.0%	0.0%	20.0%	60.0%	0.0%			

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

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



Starr King K-8 - 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	22	19	0	0	22	0	0			
K	103	79	12	1	14	70	19			
1	97	7	75	3	20	68	9			
2	86	7	68	5	7	70	9			

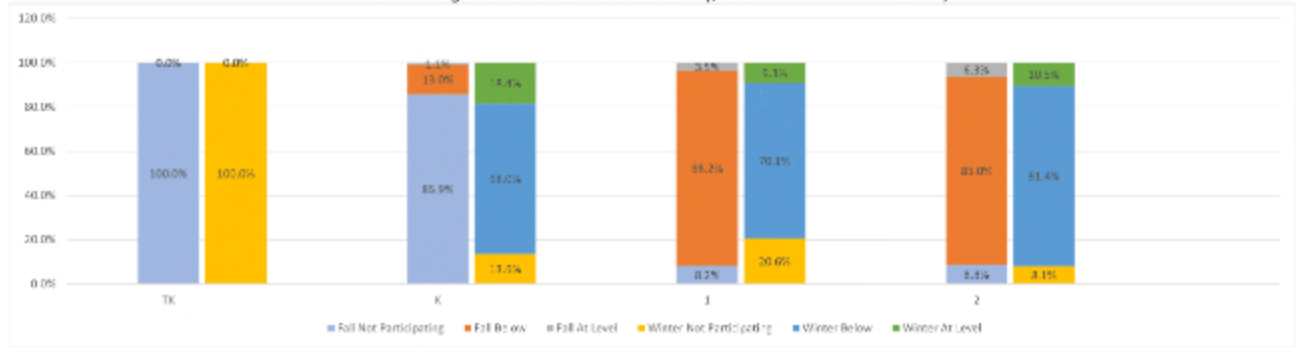
Starr King K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

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
TK	22	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	103	85.9%	13.0%	1.1%	13.6%	68.0%	18.4%			
1	97	8.2%	88.2%	3.5%	20.6%	70.1%	9.3%			
2	86	8.8%	85.0%	6.3%	8.1%	81.4%	10.5%			

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

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

Starr King K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Starr King K-8 - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

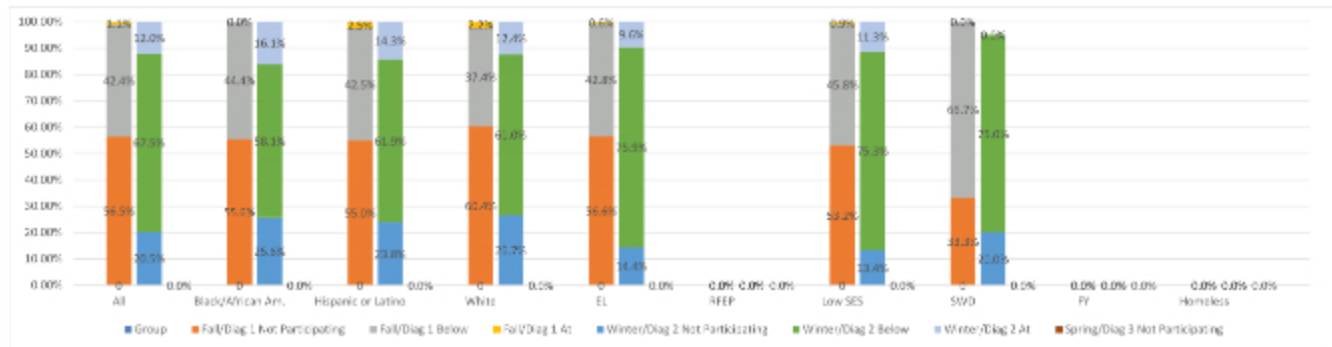
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	308	156	117	3	178	127	3			
Black/African Am.	31	15	12	0	18	13	0			
Hispanic or Latino	42	22	17	1	22	19	1			
White	105	55	34	2	68	35	2			
EL	187	98	74	1	106	80	1			
RFP	3	1	0	1	1	0	1			
Low SES	239	115	99	2	131	105	2			
SWD	20	6	12	0	7	12	0			
FY	1	0	1	0	0	1	0			
Homeless	5	2	1	0	2	2	0			

Starr King K-8 - 2022-2023 Grades TK-2 i-Ready Math 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	309	50.5%	42.4%	1.1%	57.6%	41.1%	1.0%			
Black/African Am.	31	55.6%	44.4%	0.0%	58.1%	41.9%	0.0%			
Hispanic or Latino	42	55.0%	42.5%	2.5%	52.4%	45.2%	2.4%			
White	105	60.4%	37.4%	2.2%	64.8%	33.3%	1.9%			
EL	187	56.6%	42.8%	0.6%	56.7%	42.8%	0.5%			
RFP	3	50.0%	0.0%	50.0%	33.3%	0.0%	33.3%			
Low SES	239	53.2%	45.8%	0.9%	54.8%	44.4%	0.8%			
SWD	20	33.3%	66.7%	0.0%	35.0%	60.0%	0.0%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	5	66.7%	33.3%	0.0%	40.0%	40.0%	0.0%			

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

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



Starr King K-8 - 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	22	19	0	0	22	0	0			
K	103	78	14	0	89	14	0			
1	97	49	35	1	54	42	1			
2	86	10	68	2	13	71	2			

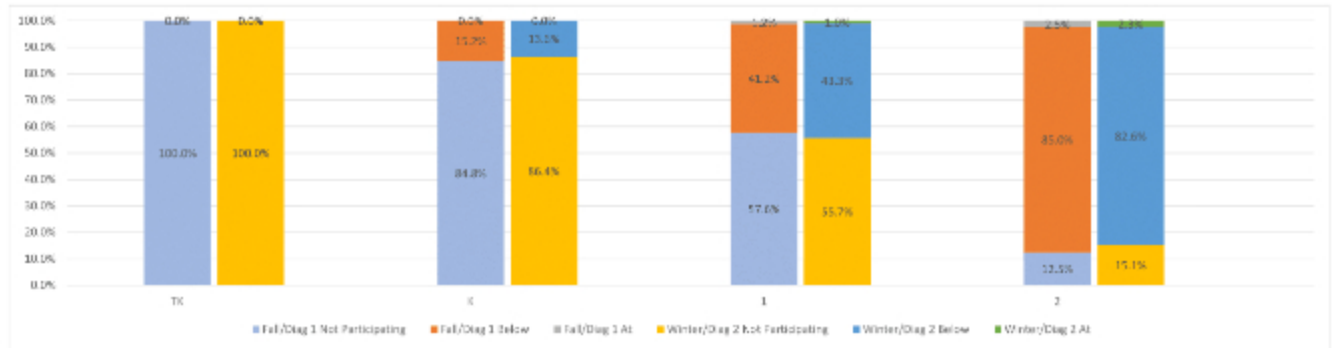
Starr King K-8 - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

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
TK	22	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	103	84.8%	15.2%	0.0%	86.4%	13.6%	0.0%			
1	97	57.6%	41.2%	1.2%	55.7%	43.3%	1.0%			
2	86	12.5%	85.0%	2.5%	15.1%	82.6%	2.3%			

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

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

Starr King K-8 - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1.



Spring 2023
District Climate Survey Results by School

Starr King

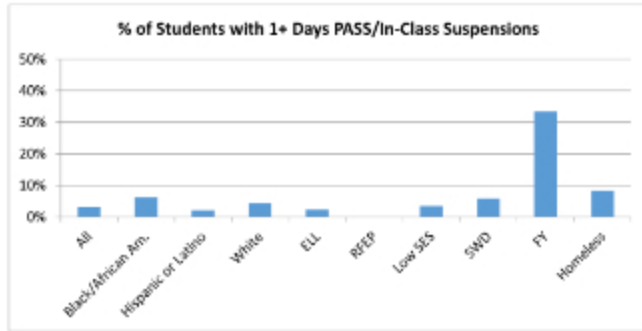
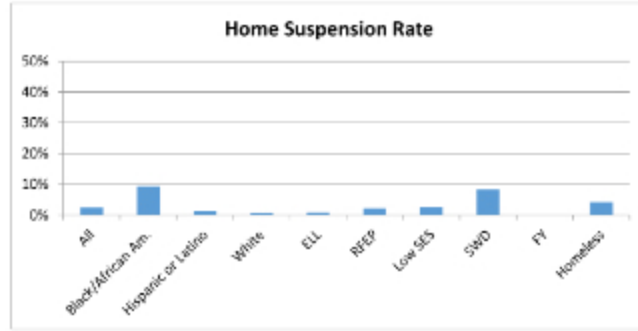
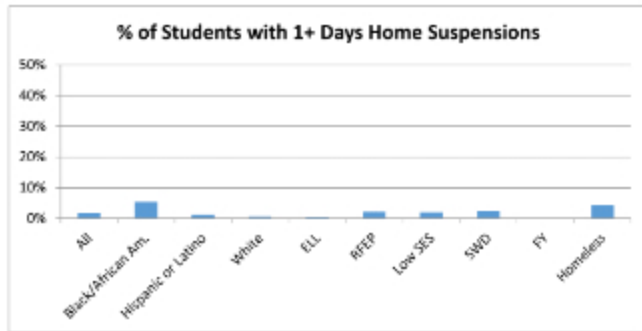
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Per Strongly Agree/Agree						
A) School has a climate that is caring.	293	82.25%	299	59.53%	49	87.76%
B) There are students and staff on campus who listen to students when they have something to say.	287	80.14%	294	56.80%	49	91.84%
C) There is an adult from the school who checks on how students are doing.	289	72.66%	290	54.48%	48	97.92%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	283	78.80%	293	61.77%	49	57.14%
E) Staff feels supported to do their job well in meeting the needs of all students.					49	71.43%
F) Staff feels part of an effective team.					49	83.67%
Family and Staff Engagement						
Per Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	291	81.10%			49	95.92%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	284	78.52%			48	68.75%
C) The school offers families opportunities to be involved in school and classroom activities.	289	73.70%			49	61.22%
D) The school keeps families well-informed about school activities.	289	79.93%			49	93.88%
E) The staff at our school listens to family concerns about issues.	289	72.66%			49	87.76%
F) The staff at school are helpful and welcoming when families come to school or call.	284	85.92%			49	95.92%
G) The school and families are partners in promoting positive behavior for my student.	280	84.64%			49	67.35%
H) Families who speak a language other than English receive general information about our school in their home language.	284	84.15%			49	95.92%
I) Staff receive information about upcoming events and important information about the school.					49	97.96%
School Decision Making						
Per Strongly Agree/Agree						
A) School seeks input when making important decisions.	289	78.20%	297	51.85%	49	79.59%
B) Important school decisions reflect diverse input.	282	71.63%	292	47.95%	49	71.43%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	284	78.17%				
D) The principal and staff listen to concerns of other staff members about issues.					49	79.59%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					48	87.50%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					48	93.75%
G) Our school uses data from this survey to inform site decision making.					48	79.17%
H) Staff voice matters in decision making.					48	79.17%
Safety						
Per Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	285	80.89%	296	57.43%	49	77.55%
B) Concerns about student safety are addressed in a timely manner at my school.	286	79.72%	292	53.77%	49	73.47%
C) My school is a safe place for all students.	280	78.21%	291	55.33%	49	59.18%
D) My school is a safe place for all staff.					49	77.55%
E) Students know what staff member to go to if they have a safety concern.	284	81.34%	283	63.25%	48	81.25%
F) Students know school safety protocols.	277	80.14%	288	73.61%	48	68.75%
G) I feel safe sharing different viewpoints and perspectives at my school.	281	74.73%	289	50.87%	49	75.51%
Sense of Belonging						
Per Strongly Agree/Agree						
A) School staff respects student diversity.	281	82.56%	293	68.60%	49	93.88%
B) Adults at my school treat students respectfully.	279	82.80%	293	61.09%	49	93.88%
C) Students are respectful to each other at school.	283	66.43%	288	20.14%	49	34.49%
D) Students have opportunities to socialize with other students often at school.	284	82.75%	292	58.90%	49	85.71%
E) Students have an adult on campus they trust.	283	74.91%	290	65.17%	48	89.58%
F) Students trust other students at school.	269	66.91%	288	73.26%	48	47.92%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	271	62.36%	287	47.74%	49	73.47%
H) School staff reflects student diversity.	273	69.60%	287	51.57%	49	55.10%
Academic Progress						
Per Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	280	77.86%	290	73.10%	48	68.75%
B) Questions and concerns about schoolwork are addressed.	284	81.69%	285	69.12%	48	79.17%
C) Student grades reflect their knowledge of the material.	286	81.82%	288	69.10%	48	77.68%
D) Adults at my school believe all students can be successful.	287	86.76%	290	72.07%	48	91.67%
E) Students feel comfortable and unjudged to ask their teacher for help.	279	84.95%	287	62.02%	48	95.83%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	284	80.28%	287	75.61%	48	95.83%
G) Teachers at my school go out of their way to help all students.	280	81.07%	285	61.75%	48	95.83%
H) Students receive timely and regular feedback on their learning.	286	82.52%	285	66.32%	48	83.33%
I) Staff at my school provides resources or ideas that help families support their students at home.	282	79.79%			48	75.00%
High Expectations						
Per Strongly Agree/Agree						
A) Students are challenged academically at school.	280	60.89%	291	59.11%	48	85.42%
B) School recognizes and celebrates the academic success of all students.	275	73.45%	288	60.07%	48	83.33%
C) Adults on campus motivate students to do their best.	281	76.51%	289	65.05%	48	93.75%
D) School provides additional academic support when students are struggling.	280	70.71%	285	60.35%	48	81.25%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	283	82.33%	288	60.42%	47	72.34%
B) Students have access to classes and activities that meet their interests and talents.	276	80.43%	285	55.44%	48	66.67%
C) Students understand how to complete their schoolwork.	279	84.23%	290	70.00%	48	68.75%
D) Students complete assignments on time.	280	75.36%	285	44.56%	48	56.25%
E) Students are motivated to do their schoolwork.	280	79.29%	288	54.86%	48	56.25%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	274	62.77%	289	56.40%	47	42.55%
B) Students and families know what classes they will have to take and pass to graduate from high school.	277	64.26%	284	44.01%	47	31.91%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	274	69.71%	288	60.42%	47	40.43%
D) School offers college and career programs.	276	51.81%	282	30.50%	47	17.62%
E) Students participate in programs to learn about different jobs, careers, and colleges.	266	50.38%	286	34.62%	47	25.53%
F) Students are prepared for the next step of their educational experience.	268	72.39%	286	56.64%	47	38.30%
G) Staff are optimistic about the future of their career in San Juan Unified.					47	85.11%
H) There are equitable opportunities for advancement in the district.					47	65.96%
Customer Satisfaction						
A) I would recommend my school to other families.	279	69.89%	291	56.36%	49	55.10%
B) San Juan Unified School District is a district that I would recommend to other families.	282	77.66%	287	62.72%	49	81.63%

Starr King K-8 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	932	16	1.72%	30	22	2.36%	29	3.11%	34	3.65%
Black/African Am.	128	7	5.47%	17	12	9.38%	8	6.25%	10	7.81%
Hispanic or Latino	141	2	1.42%	3	2	1.42%	3	2.13%	3	2.13%
White	296	2	0.68%	2	2	0.68%	13	4.39%	15	5.07%
ELL	523	3	0.57%	4	4	0.76%	12	2.29%	14	2.68%
RFEP	45	1	2.22%	1	1	2.22%	0	0.00%	0	0.00%
Low SES	718	15	2.09%	26	19	2.65%	25	3.48%	29	4.04%
SWD	85	2	2.35%	10	7	8.24%	5	5.88%	5	5.88%
FY	3	-	0.00%	-	-	0.00%	1	33.33%	1	33.33%
Homeless	24	1	4.17%	2	1	4.17%	2	8.33%	4	16.67%



* 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.

Starr King K-8 - I-Ready Diagnostic 2 ELA Proficiency Level by Group

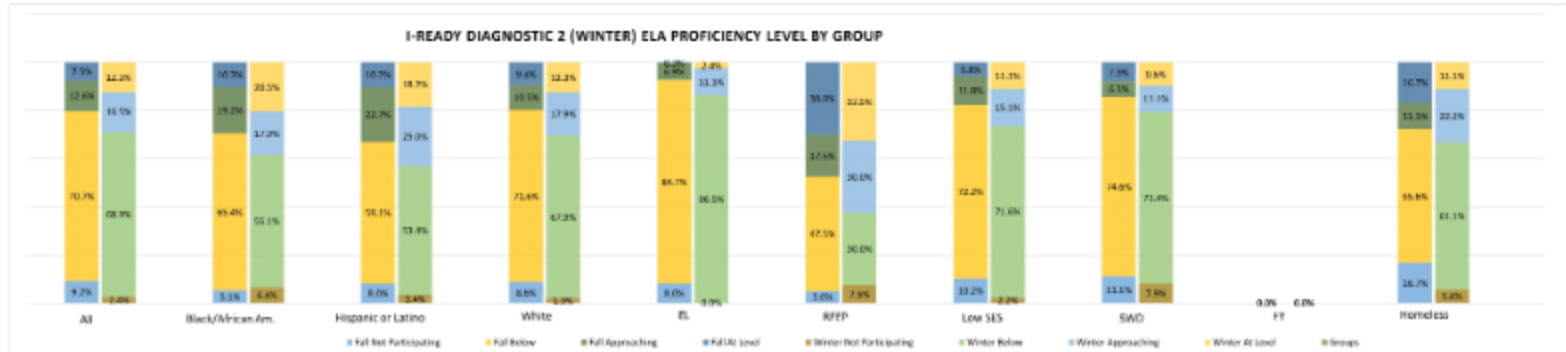
Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement					Spring/Diagnostic 3 -Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level	
All	546	50	186	69	43	13	176	90	67					
Black/African Am.	78	4	51	15	8	5	43	14	16					
Hispanic or Latina	88	7	52	20	9	3	47	22	16					
White	162	14	116	17	25	3	110	29	20					
EL	288	23	244	20	1	0	249	32	7					
FFEP	40	2	19	7	12	3	32	12	13					
Low SES	450	46	325	53	26	10	322	68	50					
SWD	63	7	47	4	5	5	45	7	6					
FY	2	0	2	0	0	0	1	1	0					
Homeless	18	3	10	2	3	1	11	4	2					

Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement					Spring/Diagnostic 3 -Ready Grade Level Placement			
	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	
All	546	9.2%	34.0%	12.6%	7.5%	2.6%	31.9%	16.5%	12.3%					
Black/African Am.	78	5.1%	65.4%	39.2%	10.3%	6.4%	55.1%	17.9%	20.5%					
Hispanic or Latina	88	8.0%	59.1%	22.7%	10.2%	3.4%	58.4%	25.0%	18.2%					
White	162	8.6%	71.6%	10.5%	9.8%	1.8%	67.9%	17.9%	12.8%					
EL	288	8.0%	84.7%	6.9%	0.5%	0.0%	86.5%	11.1%	2.4%					
FFEP	40	5.0%	47.5%	17.5%	30.0%	7.5%	50.0%	50.0%	52.5%					
Low SES	450	10.2%	72.2%	11.8%	5.8%	2.2%	71.6%	15.1%	11.1%					
SWD	63	11.1%	74.6%	6.3%	7.9%	7.9%	71.4%	11.1%	9.5%					
FY	2	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%					
Homeless	18	16.7%	55.6%	11.1%	16.7%	5.6%	61.1%	22.2%	11.1%					

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



Starr King K-8 - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

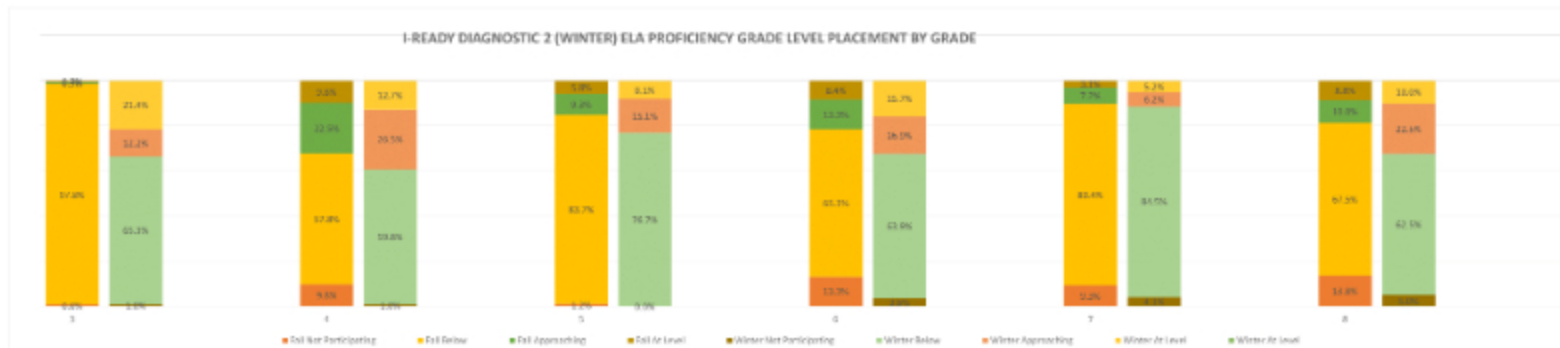
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	98	8	69	12	9	1	64	12	21				
4	102	30	59	23	30	1	63	27	33				
5	86	1	72	8	5	6	66	33	7				
6	83	31	54	11	7	3	53	34	33				
7	97	9	78	7	3	4	82	6	5				
8	90	31	54	8	7	4	50	18	8				

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			
	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	98	8.2%	70.4%	12.2%	9.2%	1.0%	65.3%	12.2%	21.4%				
4	102	9.8%	57.8%	22.5%	9.8%	1.0%	59.8%	26.5%	12.7%				
5	86	1.2%	83.7%	9.3%	5.8%	6.9%	76.7%	35.1%	8.1%				
6	83	13.3%	65.1%	13.3%	8.4%	3.6%	63.5%	36.9%	15.7%				
7	97	9.3%	80.4%	7.7%	3.1%	4.1%	84.5%	6.7%	5.2%				
8	90	13.8%	67.5%	10.0%	8.8%	5.6%	62.5%	22.5%	10.0%				

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



Starr King K-8 - I-Ready Diagnostic 2 Math Proficiency Level by Group

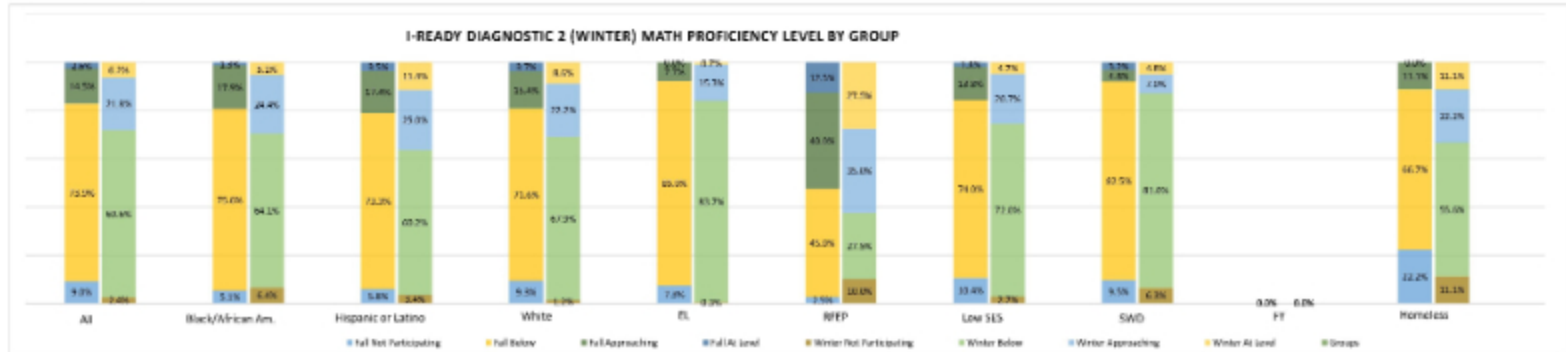
Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	546	49	402	29	14	13	380	111	34				
Black/African Am.	78	4	59	14	1	5	59	19	4				
Hispanic or Latino	88	5	63	15	3	3	53	22	10				
White	162	25	116	25	6	2	110	26	14				
EL	288	21	243	22	0	1	241	64	2				
FFEP	40	1	18	16	5	4	31	14	11				
Low SES	450	47	333	67	8	12	324	69	21				
SWD	63	6	52	3	2	4	51	5	3				
FY	2	0	2	0	0	0	2	0	0				
Homeless	18	4	12	2	0	2	13	4	2				

Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
	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
All	546	9.0%	73.9%	34.5%	2.0%	2.6%	69.6%	23.8%	5.2%				
Black/African Am.	78	5.1%	75.6%	37.9%	3.8%	6.4%	64.3%	24.4%	5.1%				
Hispanic or Latino	88	5.8%	73.3%	37.4%	3.5%	3.4%	60.2%	25.0%	11.4%				
White	162	9.8%	71.4%	35.4%	3.7%	1.2%	67.9%	22.2%	8.6%				
EL	288	7.3%	85.0%	7.7%	0.0%	0.3%	85.7%	15.8%	0.7%				
FFEP	40	2.5%	45.0%	40.0%	12.5%	10.0%	27.5%	55.0%	27.5%				
Low SES	450	10.4%	74.0%	33.8%	3.8%	2.7%	77.0%	20.7%	4.7%				
SWD	63	9.5%	87.5%	4.8%	3.2%	6.3%	81.0%	7.0%	4.8%				
FY	2	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	18	22.2%	66.7%	33.3%	0.0%	11.1%	56.6%	22.2%	11.1%				

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



Starr King K-8 - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

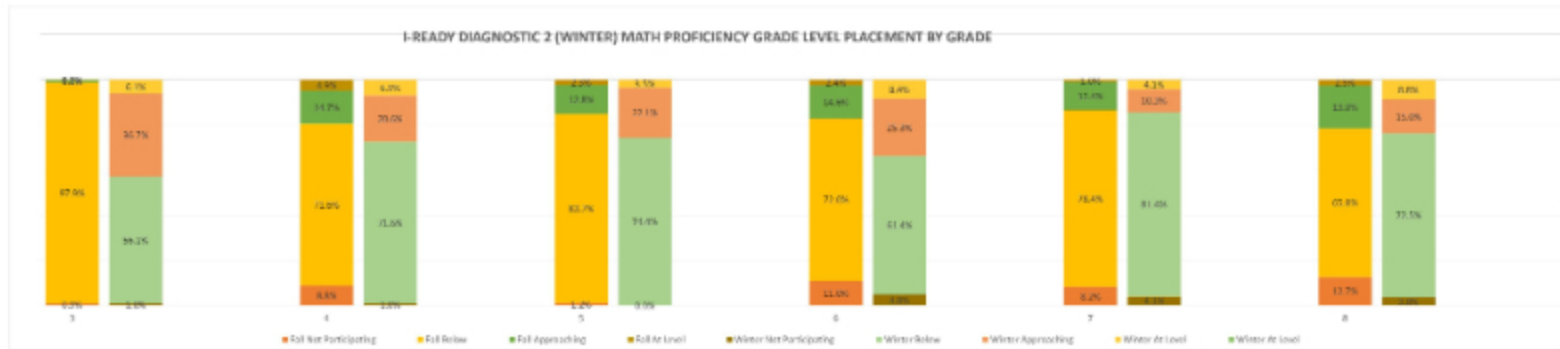
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	98	22	73	14	2	1	55	36	6				
4	102	9	73	15	5	1	73	23	7				
5	86	1	72	11	2	0	64	19	3				
6	83	9	59	12	2	4	51	23	7				
7	97	8	76	12	1	4	79	10	4				
8	90	30	52	15	2	3	58	12	7				

Grade	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**	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	98	22.2%	71.4%	14.3%	2.0%	1.0%	56.1%	36.7%	6.1%				
4	102	8.8%	71.6%	14.7%	4.9%	1.0%	71.6%	20.6%	6.9%				
5	86	1.2%	83.7%	12.8%	2.3%	0.0%	74.4%	22.1%	3.5%				
6	83	11.0%	72.0%	14.6%	2.4%	4.8%	61.4%	25.3%	8.4%				
7	97	8.2%	78.4%	12.4%	1.0%	4.1%	81.4%	10.3%	4.1%				
8	90	32.7%	55.6%	19.0%	2.5%	3.8%	72.5%	15.0%	8.8%				

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



Conclusions based on this data:

1.

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?

Data review includes:

- * Family attendance at activities and events
- * Student attendance at school
- * District Survey results
- * Listening circles

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

Attendance continues to be a concern. As safety restrictions lifted, we were able to bring families back to campus at events such as Winter Wonderland and Family Science Night. Having translators available for events and conferences were appreciated by staff and families. We also communicated quite often with families through ClassTag and social media. It was a challenge to continue keep

families up to date with attendance guidelines and protocols. Starr King also identified a lack of cultural understanding for the diverse and ever changing population.

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

We will continue to work collaboratively with the Family and Community Engagement to engage with families through Neighborhood Learning Project. We plan to modify Starr King's attendance plan and use an Attendance Liaison to booster attendance as well as decrease tardies.

2022-23

Identified Need

Connected School Communities

Welcoming school environments that value all students and families: Provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance Rate	89.3%	93%
Chronically Absent Rate	41.8%	30%

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 family engagement activities, events, and resources	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating	10,000	School Year 2023-2024

				Expenditures		
1.2	Parent/ Neighborhood Liaison to support ongoing positive relations between the school, parents, and the community; as well as support communication regarding attendance between parents and the site.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	Title I Part A Parent Involvement	9,113	School Year 2023-2024
1.3	Provide activities and incentives that foster regular attendance to support participation and engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2023-2024

1.4	Implement online systems and materials to increase communication and provide families with regular communication .	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2,000	School Year 2023-2024
1.5	Purchase materials and supplies for a family resource area, including books and resources these can be housed at school or at apartment complexes.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, SCRS	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2023-2024
1.6	Fund extra office clerical hours to connect with families, triage technology issues, support student and family engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, clerical staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School Year 2023-2024



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 Bright Futures

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

Starr King will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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?

- * District and School survey results
- * Suspension Rates
- * PBIS data through SWIS
- * Attendance Data

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

PBIS was a great success this year. The staff and students shared that by focusing on the positive and rewarding for behaviors that were taught was a great success. Student and classroom access to counseling was a success when individual students needed support or classrooms need support. Lack of supervision and training for lunch was something that was needed and will be improved. Racial tensions continued to be a concern which often led to suspension due to physical aggression.

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

Lack of supervision and training for lunch was something that was needed and will be improved. Racial tensions continued to be a concern which often led to suspension due to physical aggression.

2022-23

Identified Need

- * Continued refinement and use of PBIS
- * Consistent access to counseling
- * Focus on building community and relationships among student especially in grades 4-6.
- * Continued SEL lesson for individual students as well as classroom lesson and provide spaces in classroom for students to deescalate

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspensions	Suspensions per grade level Grade K- 1 Grade 2-2 Grade 3-2 Grade 4-7 Grade 5-4 Grade 6-6 Grade 7-26 Overall- 4.3% Black- 15.9% 10.4 Students with Disabilities- 10.4% Homeless- 12.5% Low SES- 5%	Suspensions per grade level Grade K- 1 Grade 2-1 Grade 3-1 Grade 4- 5 Grade 5-2 Grade 6-3 Grade 7-15 Overall- 3% Black- 9% 10.4 Students with Disabilities- 5% Homeless- 7% Low SES- 2.5%

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
2.1	Provide materials, supplies and other assorted resources to support PBIS implementation .	X All Students English Learners Low-Income Students Foster Youth Other	admin, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	20,000	School year 2023-2024
2.2	SEL Kits/Materials: Provide supplies and materials for classrooms to support social emotional support and de-escalation.	X All Students English Learners Low-Income Students Foster Youth Other	admin, staff	LCFF Supplemental Site Allocation	3,761	School year 2023-2024
2.3	Social Emotional Professional development and resources (PBIS, restorative, de-escalation, etc)	X All Students English Learners Low-Income Students Foster Youth Other	admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2023-2024

2.4	Provide active supervision for cafeteria and playground to increase school wide safety measures and support a positive school climate and increase structured play and reduce incidences of negative behavior on the playground and in the classroom	X All Students English Learners Low-Income Students Foster Youth Other	admin	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,000 3,000	School year 2023-2024
2.5	Provide a campus monitor to increase school safety and school connectedness	X All Students English Learners Low-Income Students Foster Youth Other	admin	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	30,691 37,042	School year 2023-2024

2.6	Provide opportunities to participate in mentorship programs which include curriculum and activities to build perseverance and grit	X All Students English Learners Low-Income Students Foster Youth Other	admin, staff	Title I Part A Site Allocation	7,500	School Year 2023-2024
2.7	Reduce suspension rates, bullying and tensions between ethnic groups by providing structured activities during unstructured times.	X All Students English Learners Low-Income Students Foster Youth Other	admin	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures	65,000	School year 2023-2024
2.8	School Community Intervention Specialist (1.0 FTE-classified) Student support for	X All Students English Learners Low-Income Students Foster Youth Other	admin	Comprehensive Support and Improvement (CSI)	51,188 21,212	School year 2023-2024

	social skills intervention in the classroom and common areas to promote PBIS strategies and student safety.			2000-2999: Classified Personnel Salaries Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits		
2.9		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

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?

The following data is used to monitor student progress on curriculum-embedded assessments and modify instruction:

- Analysis of student work
- Class-based Formative Assessments
- Class-based Summative Assessments

* i-Ready Diagnostic #2

- Student Grades
- CAASPP Scores

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

Universal Access a great success in providing student support with ELA utilizing the intervention teachers to meet students at where they are at providing growth experiences.

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

In the last five years, Starr King focused heavily on utilizing data to drive instruction. Starr King committed to providing small group instruction in grades TK-6. Starr King engaged in professional learning around ELD, but there is still more growth needed in this area, as over 55% of our students are English Learners. Starr King focused on the science of reading and the teaching of foundational reading skills to meet students where they are at and build on student strengths using data in reading instruction. Other than site learning, there has not been a heavy focus in ELA or math for grades 3-8 at the district level. There has been limited professional development from the District in math and TK-6 has identified math as an area of focus. Core math instruction and common math language has been a targeted area of growth for TK-8 classroom 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
i-Ready ELA & Math	<p>i-Ready ELA Diagnostic #1 75.5% Below, 13.8% Approaching, 7.9% At Grade Level Diagnostic #2 68.9% Below, 16.5% Approaching, 12.3% At Grade Level</p> <p>i-Ready Math Diagnostic #1 78.6% Below, 15.5% Approaching, 2.7% At Grade Level Diagnostic #2</p>	<p>i-Ready ELA Diagnostic #2 60% Below, 20% Approaching, 20% At Grade Level</p> <p>i-Ready Math Diagnostic #2 60% Below, 26% Approaching, 14% At Grade Level</p>

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	69.9% Below, 21.8% Approaching, 6.2% At Grade Level	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide professional development for staff in order to strengthen their academic instruction and increase student achievement through workshops and conferences both on and off site and any travel or lodging expenses associated with training.	X All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	9,122	School Year 2023-2024
3.2	Provide resources for Instructional Differentiation	X All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation	5,000	School Year 2023-2024

				4000-4999: Books And Supplies		
3.3	Provide training for classified staff in academic areas to provide support to students in math, reading, writing, intervention as well as behavior.	X All Students English Learners Low-Income Students Foster Youth Other	admin	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	4,000	School Year 2023-2024
3.4	Provide resources and professional development to support explicit direct Instruction, including but not limited to phonemic awareness and phonics instruction	All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2023-2024
3.5	Engage in professional Learning around PLCs	X All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Comprehen sive Support and	90,000	School Year 2023-2024

	provided by outside vendor.			Improvement (CSI) 5000-5999: Services And Other Operating Expenditures		
3.6	Materials and supplies to supplement students identified in subgroups	All Students X English Learners X Low-Income Students X Foster Youth X Other	admin	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	43,439	School Year 2023-2024
3.7	Purchase reading materials, as needed, for classroom libraries and the school library in order to provide access to reading opportunities.	X All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	8,567	School Year 2023-2024

3.8	Provide materials and supplies needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction during the school day.	X All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School Year 2023-2024
3.9	Provide 3.0 FTE Intervention teachers	X All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	225,807 98,467	School Year 2023-2024

				3000-3999: Employee Benefits		
3.10	Purchase technology resources to support ELD	All Students X English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	School Year 2023-2024
3.11	Provide technology for Intervention, literacy support, math support, engagement, and formative assessment: Purchase Renaissance Learning (grades 3-6), GoFormative (grades 3-8), NearPod (as requested), Edpuzzle (as requested)	X All Students English Learners Low-Income Students Foster Youth Other	admin, teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,000	School Year 2023-2024

	Desmos (grades 6-8),					
3.12	Provide technological resources to support assessment and data analysis. Purchase normed Universal Reading Screener for All students (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). Purchase Amplify Dibels and ESGI	X All Students English Learners Low-Income Students Foster Youth Other	admin, teacher	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	17,000	School Year 2023-2024
3.13	Fund technology needs, including but not limited to chromebook carts, iPads, etc	X All Students English Learners Low-Income Students Foster Youth Other	admin	Title I Part A Site Allocation 4000-4999: Books And Supplies	30,000	School Year 2023-2024

3.14	<p>Hire Kinder/primary grades Instructional Assistant to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support in Kindergarten and Combo Classes. 1- .375 FTEs Kinder IA</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	admin	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>11,422 7,205</p>	School Year 2023-2024
3.15	<p>Ensure all English Learners</p>	<p>All Students English Learners Low-Income Students</p>	ELD Teacher,	LCFF Supplemental English	577,587	School Year 2023-2024

	receive Designated and Integrated English Language Development daily (ELD). 4.0 FTE ELD Teachers	Foster Youth Other		Learner Central 1000-1999: Certificated Personnel Salaries		
3.16	Purchase materials and supplies for teachers to create engaging GLAD lessons and this is 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	admin, teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7,500 2,000	School Year 2023-2024
3.17	Collaboration through data conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on our	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7,000	School Year 2023-2024

	under-performing groups which includes Low Income Pupils and English Learners.					
3.18	5 BIAs, will 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). 5.0 FTE BIAs	All Students English Learners Low-Income Students Foster Youth Other	Bilingual Instructional Assistant/Instructional Assistant; ELD teachers; Site Administration	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	129,923	School Year 2023-2024
3.19	Provide ELA and math after school intervention for EL and EO students	X All Students English Learners Low-Income Students Foster Youth Other	admin	Title I Part A Site Allocation 1000-1999: Certificated	5,000 1,000	School Year 2023-2024

				Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries		
3.20	Provide supplemental materials and resources to support the academic growth of English Language Learners	All Students X English Learners Low-Income Students Foster Youth Other	admin and ELD teachers	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	50,000	School Year 2023-2024
3.21	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student	All Students English Learners Low-Income Students Foster Youth Other	Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	142,088 40,227	School Year 2023-2024

	performance, personal and social relations, and parent and family relations. 1.6 FTE Counselor			3000-3999: Employee Benefits		
3.22	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .3 FTE Counselor	All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	26,428	School Year 2023-2024
3.23	Support and nurture improved	All Students English Learners Low-Income Students	Admin	Title I Part A Site Allocation	84,523 41,548	School Year 2023-2024

	<p>instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). .80 FTE Coach</p>	<p>Foster Youth Other</p>		<p>1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>		
3.24	Provide Assistance to	X All Students English Learners	Adm Intervention	LCFF Supplemen	158,888	School Year 2023-2024

	administration and staff in developing, monitoring, and evaluating comprehensive school reform. 1.0 FTE	Low-Income Students Foster Youth Other	Specialist (AIS)	tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
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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

Planned Improvements: Clear Pathways to Bright Futures

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?

- * Access and opportunity to field trips
- * Family attendance to enrichment activities

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

In the 22-23 school year the 6th graders were provided the opportunity to attend science camp for three days. Students in grades 2-5 attended various field trips giving them access to experiences they had not been given access to in the past several years due to COVID and limited resources by families.

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

Increased access and participation in field trips and hands-on experiences due access and time constraints due to protocols and guidelines
 Increased opportunities for enrichment activities for students and families
 Increased opportunities for students and families to participate in around college and career information

**2022-23
 Identified Need**

- Limited field trips and hands-on experiences due access and time constraints due to protocols and guidelines
- Lack of enrichment activities due to the limitation of funding and transportation/space
- Lack of knowledge presented to students and families around college and career ready opportunities

Annual Measurable Outcomes

Metric/Indicator Baseline 2022-23 Expected Outcome 2023-24

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 assemblies to support standards and enrich curriculum and encourage interest in a variety of topics.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Suppleme	4,000 3,000	School Year 2023-2024

				ntal Site Allocation 5000-5999: Services And Other Operating Expenditures		
4.2	Field trip funding and support, including science camp, to increase student's exposure to real world learning.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,000	School Year 2023-2024
4.3	Materials and supplies to support enriching after school programs and clubs (including but not limited to BSU and LGBTQ clubs)	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,666	School Year 2023-2024

4.4	Provide funding for a college/career resource fair	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Counseling	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2023-2024
4.5	Provide resources to promote drug and alcohol prevention. Purchase materials for Red Ribbon Week.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2023-2024
4.6	Provide enrichment opportunities in the areas of science, engineering, technology, art, (Coding) dance, music, etc - Hire outside agencies to extend and	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation	7,000	School Year 2023- 2024

enrich the students' learning beyond the school day.

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)
		endcollapse		
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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			
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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	\$796,774.00
Total Federal Funds Provided to the School from the LEA for CSI	\$320,839.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,179,914.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$320,839.00

Subtotal of additional federal funds included for this school: \$320,839.00

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)	\$188,316.00
LCFF Supplemental English Learner Central	\$707,510.00
LCFF Supplemental Site Allocation	\$120,160.00
Title I Part A Parent Involvement	\$9,113.00
Title I Part A Site Allocation	\$833,976.00

Subtotal of state or local funds included for this school: \$1,859,075.00

Total of federal, state, and/or local funds for this school: \$2,179,914.00

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	120,160	0.00
LCFF Supplemental English Learner Central	707,510	0.00
LCFF Supplemental Centralized Services (District Only)	188,316	0.00
Title I Part A Site Allocation	833,976	0.00
Title I Part A Parent Involvement	9,113	0.00
Comprehensive Support and Improvement (CSI)	\$320,839	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	320,839.00
LCFF Supplemental Centralized Services (District Only)	188,316.00
LCFF Supplemental English Learner Central	707,510.00
LCFF Supplemental Site Allocation	120,160.00
Title I Part A Parent Involvement	9,113.00
Title I Part A Site Allocation	833,976.00

Expenditures by Budget Reference

Budget Reference	Amount
	27,374.00
1000-1999: Certificated Personnel Salaries	1,232,321.00
2000-2999: Classified Personnel Salaries	234,224.00
3000-3999: Employee Benefits	245,701.00
4000-4999: Books And Supplies	199,294.00
5000-5999: Services And Other Operating Expenditures	176,000.00

5800: Professional/Consulting Services And Operating Expenditures

65,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	51,188.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	21,212.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	93,439.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	90,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	65,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	185,316.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	577,587.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	129,923.00
	LCFF Supplemental Site Allocation	10,761.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	33,691.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	37,042.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	30,666.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
	Title I Part A Parent Involvement	9,113.00
	Title I Part A Site Allocation	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	466,418.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	16,422.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	187,447.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	75,189.00

5000-5999: Services And Other
Operating Expenditures

Title I Part A Site Allocation

81,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,113.00
Goal 2	244,394.00
Goal 3	1,868,741.00
Goal 4	40,666.00

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
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Gelika Harrison	Principal
James Hutton	Other School Staff
Kate Elliott	Classroom Teacher
Bonnie English	Classroom Teacher
Kyle Ferreira van Leer	Classroom Teacher
Hadia Ahmadi	Parent or Community Member
Mohammad Rahmini	Parent or Community Member
Tiffany Camacho	Parent or Community Member
Elizabeth Garcia	Parent or Community Member
Jazmin Nuckolls	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

on file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 23rd, 2023.

Attested:


on file

Principal, Gelika Harrison on May 23, 2023

SSC Chairperson, James Hutton on May 23, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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

Starr King School (K-8)

Funding Source: Comprehensive Support and Improvement (CSI)

\$320,839.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Reduce suspension rates, bullying and tensions between ethnic groups by providing structured activities during unstructured times.	5800: Professional/Consulting Services And Operating Expenditures	\$65,000.00	Healthy Environments for Bright Futures	
School Community Intervention Specialist (1.0 FTE-classified) Student support for social skills intervention in the classroom and common areas to promote PBIS strategies and student safety.	2000-2999: Classified Personnel Salaries	\$51,188.00	Healthy Environments for Bright Futures	
	3000-3999: Employee Benefits	\$21,212.00	Healthy Environments for Bright Futures	
Engage in professional Learning around PLCs provided by outside vendor.	5000-5999: Services And Other Operating Expenditures	\$90,000.00	Engaging Academic Programs	
Materials and supplies to supplement students identified in subgroups	4000-4999: Books And Supplies	\$43,439.00	Engaging Academic Programs	
Provide supplemental materials and resources to support the academic growth of English Language Learners	4000-4999: Books And Supplies	\$50,000.00	Engaging Academic Programs	

Comprehensive Support and Improvement (CSI) Total Expenditures: \$320,839.00

Comprehensive Support and Improvement (CSI) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$188,316.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Starr King School (K-8)

Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .3 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$26,428.00	Engaging Academic Programs
Provide active supervision for cafeteria and playground to increase school wide safety measures and support a positive school climate and increase structured play and reduce incidences of negative behavior on the playground and in the classroom	2000-2999: Classified Personnel Salaries	\$3,000.00	Healthy Environments for Bright Futures
Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform. 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$158,888.00	Engaging Academic Programs

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$188,316.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$707,510.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 4.0 FTE ELD Teachers	1000-1999: Certificated Personnel Salaries	\$577,587.00	Engaging Academic Programs	
5 BIAs, will 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). 5.0 FTE BIAs	2000-2999: Classified Personnel Salaries	\$129,923.00	Engaging Academic Programs	

Starr King School (K-8)

LCFF Supplemental English Learner Central Total Expenditures: \$707,510.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$120,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide a campus monitor to increase school safety and school connectedness	2000-2999: Classified Personnel Salaries	\$30,691.00	Healthy Environments for Bright Futures	
Provide activities and incentives that foster regular attendance to support participation and engagement.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Implement online systems and materials to increase communication and provide families with regular communication.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
Purchase materials and supplies for a family resource area, including books and resources these can be housed at school or at apartment complexes.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Fund extra office clerical hours to connect with families, triage technology issues, support student and family engagement.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Connected School Communities	
Provide materials, supplies and other assorted resources to support PBIS implementation.	4000-4999: Books And Supplies	\$20,000.00	Healthy Environments for Bright Futures	
SEL Kits/Materials: Provide supplies and materials for classrooms to support social emotional support and de-escalation.		\$3,761.00	Healthy Environments for Bright Futures	
Social Emotional Professional development and resources (PBIS, restorative, de-escalation, etc)	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Bright Futures	
	2000-2999: Classified Personnel Salaries	\$3,000.00	Healthy Environments for Bright Futures	
	3000-3999: Employee Benefits	\$37,042.00	Healthy Environments for Bright Futures	

Starr King School (K-8)

Materials and supplies to support enriching after school programs and clubs (including but not limited to BSU and LGBTQ clubs)	4000-4999: Books And Supplies	\$4,666.00	Clear Pathways to Bright Futures
Provide funding for a college/career resource fair	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures
Provide resources to promote drug and alcohol prevention. Purchase materials for Red Ribbon Week.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures
Provide enrichment opportunities in the areas of science, engineering, technology, art, (Coding) dance, music, etc - Hire outside agencies to extend and enrich the students' learning beyond the school day.		\$7,000.00	Clear Pathways to Bright Futures
	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$120,160.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$9,113.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent/ Neighborhood Liaison to support ongoing positive relations between the school, parents, and the community; as well as support communication regarding attendance between parents and the site.		\$9,113.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$9,113.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Starr King School (K-8)

Funding Source: Title I Part A Site Allocation

\$833,976.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family engagement activities, events, and resources	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities	
Provide opportunities to participate in mentorship programs which include curriculum and activities to build perseverance and grit		\$7,500.00	Healthy Environments for Bright Futures	
Provide professional development for staff in order to strengthen their academic instruction and increase student achievement through workshops and conferences both on and off site and any travel or lodging expenses associated with training.	4000-4999: Books And Supplies	\$9,122.00	Engaging Academic Programs	
Provide resources for Instructional Differentiation	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	
Provide training for classified staff in academic areas to provide support to students in math, reading, writing, intervention as well as behavior.	2000-2999: Classified Personnel Salaries	\$4,000.00	Engaging Academic Programs	
Provide resources and professional development to support explicit direct Instruction, including but not limited to phonemic awareness and phonics instruction	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	
Provide ELA and math after school intervention for EL and EO students	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs	
Purchase materials and supplies for teachers to create engaging GLAD lessons and this is to include flip charts, pens, realia, markers, color printer/copiers, paper, ink and other materials as needed.	4000-4999: Books And Supplies	\$7,500.00	Engaging Academic Programs	

Starr King School (K-8)

<p>Collaboration through data conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on our under-performing groups which includes Low Income Pupils and English Learners.</p>	1000-1999: Certificated Personnel Salaries	\$7,000.00	Engaging Academic Programs
<p>Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).</p> <p>.80 FTE Coach</p>	1000-1999: Certificated Personnel Salaries	\$84,523.00	Engaging Academic Programs
<p>Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.</p> <p>1.6 FTE Counselor</p>	1000-1999: Certificated Personnel Salaries	\$142,088.00	Engaging Academic Programs
<p>Purchase reading materials, as needed, for classroom libraries and the school library in order to provide access to reading opportunities.</p>	4000-4999: Books And Supplies	\$8,567.00	Engaging Academic Programs
<p>Provide materials and supplies needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction during the school day.</p>	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
<p>Provide 3.0 FTE Intervention teachers</p>	1000-1999: Certificated Personnel Salaries	\$225,807.00	Engaging Academic Programs

Starr King School (K-8)

Purchase technology resources to support ELD	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs
Provide technology for Intervention, literacy support, math support, engagement, and formative assessment: Purchase Renaissance Learning (grades 3-6), GoFormative (grades 3-8), NearPod (as requested), Edpuzzle (as requested) Desmos (grades 6-8),	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Engaging Academic Programs
Provide technological resources to support assessment and data analysis. Purchase normed Universal Reading Screener for All students (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension). Purchase Amplify Dibels and ESGI	5000-5999: Services And Other Operating Expenditures	\$17,000.00	Engaging Academic Programs
Fund technology needs, including but not limited to chromebook carts, iPads, etc	4000-4999: Books And Supplies	\$30,000.00	Engaging Academic Programs
Hire Kinder/primary grades Instructional Assistant to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support in Kindergarten and Combo Classes. 1- .375 FTEs Kinder IA	2000-2999: Classified Personnel Salaries	\$11,422.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$98,467.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$7,205.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs

Starr King School (K-8)

	3000-3999: Employee Benefits	\$41,548.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$40,227.00	Engaging Academic Programs
Provide assemblies to support standards and enrich curriculum and encourage interest in a variety of topics.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Clear Pathways to Bright Futures
Field trip funding and support, including science camp, to increase student's exposure to real world learning.	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: \$833,976.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Starr King School (K-8) Total Expenditures: \$2,179,914.00