School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Kings Beach Elementary
Address	8125 Steelhead Kings Beach CA 96143
County-District-School (CDS) Code	23-6031306
Principal	Jennifer Dewald
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	October 27, 2022
Schoolsite Council (SSC) Approval Date	October 28, 2022
Local Board Approval Date	November 16, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page 1
Table of Contents 2
School Vision and Mission 3
School Profile 3
Educational Partner Involvement 3
School and Student Performance Data 4
    Student Enrollment 4
Goals, Strategies, & Proposed Expenditures 5
    Goal 1 5
    Goal 2 8
    Goal 3 10
    Goal 4 13
Annual Review and Update 15
    Goal 1 15
    Goal 2 18
    Goal 3 20
    Goal 4 22
School Site Council Membership 24
Recommendations and Assurances 25

School Vision and Mission

Kings Beach Elementary School: La Mejor Escuela...Inspiring Global Citizens
Everyday we will...
Support the social emotional growth of our students by fostering grit, perseverance, compassion, and a growth mindset.
Build strong intentional relationships with students, families, staff, and community.
Create Global Citizens by building socio-cultural competence.
Support high academic achievement through bilingualism and biliteracy.

School Profile

Kings Beach Elementary is a TK-5 school with enrollment in October 2022 of 389 students. Our school community consists of 56% Hispanic/Latino students, 40% socio-economically disadvantaged students, and 40% English Learner students. The Special Education population is 9.5% of the student body. Kings Beach is a Spanish Immersion school and is a program of choice in the school district. Due to the Immersion program Kings Beach draws a large number of families from around the school district as well as families that live in the Kings Beach area.

The Kings Beach certificated staff has 19 grade-level classroom teachers, 1 STEAM teacher, 1 PE teacher, 1 Music teacher, 1.8 Counselors, 1 ELD teacher, 1 Intervention teacher, 1 Resource Specialist teacher, 1 principal, a part-time Assistant Principal 1 Speech Therapist (shared with another site) and 1 psychologist (shared with other sites). The Kings Beach classified staff has 1 office manager/secretary, 2 campus monitors, 1 Library Tech, 3 custodians, 2 Food Service workers, 2 TK instructional aides, 3 Special Education Instructional Aides, and .6 Reading Intervention Instructional Aide, and 2 Yard Supervisors. Every classroom has one-to-one Chromebooks and projection TVs. In total, KBE's staff of certificated and classified consists of 43 employees.

Educational Partner Involvement

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

Kings Beach Elementary involves many stakeholders in the planning of the SPSA and Annual Review. School staff members, School Site Council members, and School ELAC members are all consulted and given an avenue to provide feedback and assist in the writing of the SPSA. Additionally, the School Site Council provides the final approval of the plan. School staff are involved through the School Leadership Team. Representatives from each area of the school come together to review data and determine goals. This occurs over the course of two meetings prior to the completion of the plan. The School Site Council meets on multiple occasions to discuss the plan. Initially they review the goals from the School Leadership Team and provide feedback/make adjustments as necessary. They then review a preliminary draft of the plan and offer additional feedback. Finally, the plan is brought before the Site Council for approval. ELAC is presented the draft of the plan and provides feedback. The feedback is brought to the Site Council for discussion. This year the initial meetings began in October and will continue through completion of the plan in June. The School Leadership Team and the KBE staff had the opportunity to review its site plan in August 2022. The School Site Council met on October 11 to review the final site plan and address any outstanding questions. Lastly, ELAC will meet on October 18 for its final review of the plan and an opportunity to ask questions.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.29%	%	%	1		
African American	0%	%	%	0		
Asian	0.87%	0.6%	0.53%	3	2	2
Filipino	0%	%	%	0		
Hispanic/Latino	54.2%	56.3%	56.23%	187	188	212
Pacific Islander	0%	%	%	0		
White	40.29%	38.6%	38.20%	139	129	144
Multiple/No Response	3.48%	3.6%	3.71%	12	12	14
			Total Enrollment	345	334	377

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	89	85	99
Grade 1	77	61	47
Grade 2	76	76	59
Grade3	46	72	70
Grade 4	57	40	64
Grade 5			38
Total Enrollment	345	334	377

Conclusions based on this data:

1. The overall enrollment increased in 20-21 with the return of our fifth graders. For 22-23 our enrollment increased from 377 to 389 students.
2. The percentage of students that are Hispanic/Latino has stayed fairly consistent over the past three years. There has been a slight increase from 54% to 56%.
3. The percentage of White students has decreased over the past three years, dropping from 42% to 38.6%.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

SIte Goal 1: By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC ELA by 5% points as measured by CAASPP: SBAC ELA. As a result, KBE will expect to have 40% of all students that took the test meeting or exceeding standard.

Site Goal 1A: 70% of English Learners will improve one performance level on their overall ELPAC scores or will maintain level 4 on the ELPAC.

Site Goal 1B: By the end of the 2022-2023 school year, the amount of Kings Beach Elementary School SED students meeting or exceeding standard on CAASPP ELA will increase by 5% points as measured by CAASPP ELA. As a result, KBE will expect to have 15% of all students that are socioeconomically disadvantaged that took the test meeting or exceeding standard.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2021 ELA CAASPP results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	2021 All: 35% Hispanic: 15% White: 63% EL: 2% RFEP: * SED: 11% SWD: * *data suppressed student group =< 10 students	Expected Outcome by June 2023 ALL: 40% Hispanic: 20% White: 65% EL: 7% RFEP:* SED: 16% SWD:*
ELPAC	Level 1: 13% Level 2: 55% Level 3: 26% Level 4: 6%	Level 1: 9% Level 2: 55% Level 3: 26% Level 4: 10%

Planned Strategies/Activities

Strategy/Activity 1

Implement TTUSD Common Assessments in alignment with the calendar.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue professional development for all teachers in the science of reading using the LETRS training.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Use the Camino al Exito and Proximo Paso al Exito curriculum materials to support Spanish Literacy as evidenced by completion of Camino or Proximo daily lessons.

Students to be Served by this Strategy/Activity

All students in K-2nd

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Follow TTUSD data protocol to analyze results from TTUSD common assessments.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Develop and align a scope and sequence for Spanish and English Language Arts for TK-5th grade. (as evidenced by the completed scope and sequence document)

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Implement Lexia as a differentiated ELA support program in grades 2nd-5th.

Students to be Served by this Strategy/Activity

All students grades 2nd-5th.

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC Math by 5% points as measured by CAASPP: SBAC Math.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2021 ELA CAASPP results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAAPP - SBAC Math	2021 All: 40% Hispanic: 19% White: 70% EL: 9% RFEP: 8% SED: 18% SWD; * *data suppressed student group =< 10 students	Expected Outcome by June 2023 ALL: 45% Hispanic: 24% White: 75% EL: 14% RFEP: 13% SED: 23% SWD: *

Planned Strategies/Activities

Strategy/Activity 1

Implement TTUSD Common Assessments in alignment with the calendar.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Recommit to our agreed upon predominant Everyday Math Strategies: Math Message and Focus Lessons, Math Boxes and Math Warm Up, Open Response Re Engagement Lessons, and Math Games. Data analysis of Everyday Math Unit Assessments will support this strategy.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Expand the use of differentiated skill building digital applications to scaffold math instruction such as IXL, Freckle, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative School Culture

Goal Statement

By the end of the 2022-2023 school year, Kings Beach Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing Chronic Absenteeism by 10% points and maintaining a 0% suspension rate.

LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

The basis for this goal is the 2021 Chronic Absenteeism and and Suspension rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 2021 ALL: 1% White: 1% Hispanic: 1% SED: 1% EverEL: 2% SWD: 0%	Suspension Rate: 2023 ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism: 2021 ALL: 24% White: 8% Hispanic: 37% SED: 37% EverEL: 39% SWD: 24%	Chronic Absenteeism: 2023 ALL: 14% White: 8% Hispanic: 20% SED: 20% EverEL: 20% SWD: 10%

Planned Strategies/Activities

Strategy/Activity 1

Implementing the safe and caring adult survey at the beginning and end of the school year.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Reinstate and expand positive attendance celebrations monthly and at the end of the year.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Use the DESSA as a social emotional screener to identify at risk students and provide support as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Implement a systematic approach to the SST process.

Students to be Served by this Strategy/Activity

All eligible students.

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Social Emotional Support

Goal Statement

By the end of the 2022-2023 school year, the number of students in the "needs instruction" category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

DESSA screener results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	Baseline will be determined by 2022 beginning of year results	Decrease in the amount of students in the "needs instruction" category

Planned Strategies/Activities

Strategy/Activity 1

Refine and continue professional development on how to use DESSA to drive social emotional instruction and learning, including Aperture resources and Second Step.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to implement Trauma Informed Practices such as restorative practices.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Additional counseling support.

Students to be Served by this Strategy/Activity

Students that were scored as Needs Improvement.

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators

Proposed Expenditures for this Strategy/Activity

Amount	60,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part time counselor

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

SIte Goal 1: By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC ELA by 5% points as measured by CAASPP: SBAC ELA. As a result, KBE will expect to have 40% of all students that took the test meeting or exceeding standard.

Site Goal 1A: 70% of English Learners will improve one performance level on their overall ELPAC scores or will maintain level 4 on the ELPAC.

Site Goal 1B: By the end of the 2022-2023 school year, the amount of Kings Beach Elementary School SED students meeting or exceeding standard on CAASPP ELA will increase by 5% points as measured by CAASPP ELA. As a result, KBE will expect to have 15% of all students that are socioeconomically disadvantaged that took the test meeting or exceeding standard.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	Expected Outcome by June 2023 ALL: 40% Hispanic: 20% White: 65% EL: 7% RFEP:* SED: 16% SWD:*	Actual Outcome June 2022 ALL: 43% Hispanic: 24% White: 74% EL: 6% RFEP: 48% SED: 11% SWD:13%
ELPAC	Level 1: 9% Level 2: 55% Level 3: 26% Level 4: 10%	Level 1: 32% Level 2: 45% Level 3: 21% Level 4: 2% 24% of English Learners improved one performance level on their overall ELPAC scores or maintained level 4 on the ELPAC

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement TTUSD Common Assessments in alignment with the calendar.	Implemented as planned		
Continue professional development for all teachers in the science of	Partial Implementation		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reading using the LETRS training.			
Use the Camino al Exito and Proximo Paso al Exito curriculum materials to support Spanish Literacy as evidenced by completion of Camino or Proximo daily lessons.	Partial Implementation		
Follow TTUSD data protocol to analyze results from TTUSD common assessments.	Not implemented		
Develop and align a scope and sequence for Spanish and English Language Arts for TK-5th grade. (as evidenced by the completed scope and sequence document)	Not implemented		
Implement Lexia as a differentiated ELA support program in grades 2nd-5th.	Not implemented		

Analysis

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

Each strategy/activity varied in its implementation from fully, to partially to not implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation of the strategies/goals that were implemented was effective as noted in the data. Our All exceeded our goal by 3%; our White exceeded our goal by 9%; and, our Hispanic exceeded our goal by 4%. LETRS support for teachers grades 2-5, training in El Camino and El proximo, and the use of the common district assessments positively impacted student learning. There is ample opportunity to extend the implementation of these three strategies and implement the three strategies that were not implemented.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal. All professional development (PD) will focus on our site's four goals. Teachers will receive PD in LETRS Volume 2 which will focus on reading comprehension and writing. Two of our three PDSA Cycles will focus on literacy and writing. Students in grades 2-5 will have access to Lexia as a differentiated literacy tool. Teachers will collaborate throughout the 22-23 school year on our Scope & Sequence for both our Spanish Language Arts and English Language Arts instruction grades TK- 5. Our Scope & Sequence work will incorporate the standards to be taught for both languages and identify research based curriculum to utilize with students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC Math by 5% points as measured by CAASPP: SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAAPP - SBAC Math	Expected Outcome by June 2023 ALL: 45% Hispanic: 24% White: 75% EL: 14% RFEP: 13% SED: 23% SWD: *	Actual Outcome June 2022 ALL: 50% Hispanic: 30% White: 82% EL: 14% RFEP: 57% SED: 21% SWD: 17%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement TTUSD Common Assessments in alignment with the calendar.	Implemented as planned		
Recommit to our agreed upon predominant Everyday Math Strategies: Math Message and Focus Lessons, Math Boxes and Math Warm Up, Open Response Re Engagement Lessons, and Math Games. Data analysis of Everyday Math Unit Assessments will support this strategy.	Partially Implemented		
Expand the use of differentiated skill building digital applications to scaffold math instruction such as IXL, Freckle, etc.	Partially Implemented		

Analysis

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

Each strategy/activity was fully implemented or partially implemented as planned.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation of the strategies/goals was effective as noted in the data. Our all exceeded our goal by 5%; our White exceeded our goal by 7%; and, our Hispanic exceeded our goal by 6%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal. Professional Development will be offered to our staff with regard to implementation of the Everyday Math program and differentiation strategies in the classroom with a specific focus on extending learning to a level 4 (exceeds proficiency). Teachers will engage in three PDSA Cycles during the 22-23 school year; the second PDSA Cycle will focus on math and improving classroom instruction.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By the end of the 2022-2023 school year, Kings Beach Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing Chronic Absenteeism by 10% points and maintaining a 0% suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: 2023 ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%	2021-2022 ALL: 1% White: 1% Hispanic: 1% SED: 1% EL: 2% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism: 2023 ALL: 14% White: 8% Hispanic: 20% SED: 20% EverEL: 20% SWD: 10%	Chronic Absenteeism 2021-2022 ALL: 30% White:13% Hispanic: 29% SED: 23% EL:42% SWD:38%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementing the safe and caring adult survey at the beginning and end of the school year.	Not implemented		
Reinstate and expand positive attendance celebrations monthly and at the end of the year.	Not implemented		
Use the DESSA as a social emotional screener to identify at risk students and provide support as needed.	Partially implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement a systematic approach to the SST process.	Partially implemented		

Analysis

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

Each strategy/activity was partially implemented or not implemented. KBE in the spring of 22 voted to add a .5 counselor with Title 1 money to meet the needs of students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation of the strategies/activities to achieve this goal was lacking and therefore, it is not possible to determine their efficacy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The School Site Council determined they wanted to increase spending of Title 1 funding for 22-23 by $30,000 to increase the counselor position from 50% to 80% for this school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal; however, changes will be made with the implementation of the strategies/activities. The SST process will expand to include a pre-SST meeting in order to build Tier 1 practices among our teachers; instruction will be guided by the assessment data provided from DIBELS/Lectura, writing, and math chapter assessments. The SST process will inclusively address learning concerns, behavior, and attendance when and if necessary. All teachers will participate in the DESSA in the fall and spring; the data provided will direct small group and individual counseling services provided by our counselors. Currently, 44 students at KBE have been identified as 'needing instruction' from the DESSA, which is 12% of our students. All staff and students will participate in the Adult Caring Connections survey in the fall and spring. An attendance team made up of administration and classified will meet twice a month to review attendance data, send attendance letters, and pursue a myriad of positive activities to support our students and parents.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

By the end of the 2022-2023 school year, the number of students in the "needs instruction" category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DESSA	Decrease in the amount of students in the "needs instruction" category	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Refine and continue professional development on how to use DESSA to drive social emotional instruction and learning, including Aperture resources and Second Step.	Partially implemented		
Continue to implement Trauma Informed Practices such as restorative practices.	Implemented as planned		
Additional counseling support.	Not implemented	Part time counselor 1000-1999: Certificated Personnel Salaries Title I 60,000	

Analysis

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

The strategies/activities were implemented to varying degrees. An additional counselor was hired at .5 for the 22-23 school year using Title 1 money.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Without data, the effectiveness can not be determined.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The School Site Council determined they wanted to increase spending of Title 1 funding for 22-23 by $30,000 to increase the counselor position from 50% to 80% for this school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal; however, changes will be made to the implementation process for the strategies/activities. All teachers will participate in the DESSA in the fall and the spring. All students and all teachers will participate in the Adult Caring Connections survey in the fall and spring. The data from the DESSA and the Adult Caring Connections survey will guide individual and small group counseling practices targeting the reduction of students in the 'needs instruction' category. Twelve percent of students at KBE have been identified on the DESSA as 'needs instruction'; this amounts to 44 students. Trauma-informed practices, self-regulation strategies, and restorative practices will be the focus of our counselors and administration. Each teacher has a Classroom 180 book; teachers will identify which of the five domains of trauma-informed practices they wish to learn more about and integrate into their classroom management and instructional practices.

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Kyle Mohagen	Principal
Marci Calderon	Other School Staff
Veronica Ortega	Classroom Teacher
Yvonne Logan	Classroom Teacher
Laurel Raymore	Classroom Teacher
Veronica Laudenschlager	Classroom Teacher
Meagan Millar	Parent or Community Member
Christine Picard	Parent or Community Member
Kristin Henry	Parent or Community Member
Acacia Landfield	Parent or Community Member
Gina Longhi	Parent or Community Member
Cindy Arnold	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 7, 2022.

Attested:



Principal, Jennifer Dewald on October 28, 2022

SSC Chairperson, Christine Picard on October 28, 2022

School-wide Plan Election (for SWP Title 1 schools)

The Comprehensive Needs Assessment

Kings Beach Elementary School completed a school-wide comprehensive needs assessment by having members of the school community:

- Analyze student data from the following sources: CAASPP, ELPAC, demographic data, suspensions, attendance, and local assessments such as information included in Report Cards, and specific classroom performance data to determine strengths and weaknesses in student achievement.
- The school leadership team, ELAC, and School Site Council review the student performance data and provide input
- The comprehensive needs assessment became the driving force for the school wide reform strategies and the foundation of the School Wide Plan

School-wide Reform Strategies

Curriculum

1. Ensure that all students have adequate instructional materials
2. Ensure that every staff member receives training in core textbook adoptions and uses that training to improve student achievement
3. Provide quality English language development with an emphasis on building academic vocabulary.
4. Articulate curriculum within and across grade levels so that everyone, students and staff, is using the same terminology
5. Present standards in student-friendly terms. “Unwrap” standards so that they are easily accessed by students.
6. Provide high quality interventions to students who are significantly below grade level.
7. Ensure that students receive differentiated instruction for the core adoptions.
8. Have PE, music, library, and computer instruction support the core academic curriculum as much as possible.
9. Monitor student progress with formative and summative assessment. Use those assessments to improve instruction.

Instruction

1. Identify effective instructional strategies to support individual student needs and continue to use standards based district adopted materials.
2. Assist students with goal setting and have students monitor their individual progress.
3. Provide opportunities for writing in all content areas.
4. Explicitly teach test-taking strategies.
5. Enhance technology support through Lexia, AR, Reading A-Z.
6. Support EL parents by providing translations at meetings and in writing.
7. Provide parent education as it relates to assisting students with study skills.

Schedule

1. Continue to structure the school day so that the curriculum is taught within blocked periods, allowing for leveled instruction at each grade level.
2. Continue a language buddy system to provide more opportunities for Spanish speakers to speak, read, and write with native English speakers.
3. Create a bell schedule that allows for common preparation times at each grade level.
4. Minimize interruptions to academic instruction.

Instruction by Highly Qualified Teachers

1. Hire highly qualified teachers for 100% of our positions

Professional Development

1. Provide staff development on Language Arts instruction through LETRS training and Camino al Exito training.
2. Provide training on DNA to familiarize teachers on how to retrieve data and build small common assessments.
3. Use the PDSA cycle process to support instructional improvement.
4. Administrator will facilitate staff development around the five basic questions: What do we want students to learn, how are we going to know if they learned it, what will we do for those who have not learned it, what will we do for those who already learned it? How are we preparing kids to be ready for career and college?

Parent Involvement

1. Work closely with Site Council, PTO, and ELAC to supplement and enrich programs.
2. Ask Site Council and ELAC for input on site plan and survey questions for school improvement.
3. Implement “coffee chats” for English only and Spanish speaking parents.
4. Continue the weekly bulletins, e-newsletters, weekly parent letters from teachers.
5. Involve parents in the Second Step lessons with home-school connections.
6. Schedule ELAC, PTO, and Site Council to maximize parent involvement.
7. Include parent education topics at all parent meetings.

Transitions

1. Provide parent education on School Readiness during kindergarten preview
2. Encourage greater participation in programs offered by the First Five Family Room

Teacher Decision Making

1. Enlist staff support in scheduling and planning collaborative time. Encourage and build leadership attributes among staff.
2. Provide time for staff to articulate across grade levels and school sites to improve communication and support for student learning.
3. Analyze STAR data, rubrics, and other local data to inform instruction.
4. Develop common formative assessments through collaborative decision-making.

Additional Assistance for Students not meeting standards

1. Utilize flexible grouping strategies
2. Continue reading intervention classes for all students in need K-5
3. Expand the use of Lexia
4. Implement RTI more fully with the reading intervention teacher.
5. Continue to use Read Naturally to support reading intervention.

Coordination and Integration (federal, state, and local programs and services)

1. Review allowable categorical expenditures and monitor these expenditures and all carryovers.
2. Oversee and monitor the budget every quarter.
3. Work with Site Council, PTO, and ELAC to supplement and enrich school programs.
4. Continue to educate students on school wide character education, including BEST lessons, Second Step, and character traits.

2022/2023 Kings Beach Elementary

** Allocations are tentative and are subject to change as more information becomes available

		Site Funds						Measure AA (Resource 9103)								District Funds								
		Intervention - ALS	Intervention - Additional	Site Op	Lottery	Title I	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention/ ALS	District EL	Title 1	Title III	Cowell			
				$55/pp	$20/pp	Carryover																		
		RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 3010/SO 99	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010	RE 4203	RE 9035	RE 0999		
2022/2023 Allocation		$0	**$0**	**$20,735**	**$7,540**	**$13,859**	**$73,916**	**$9,775**	**$1,955**	**$31,280**	**$1,173**	**$7,820**	**$9,775**	**$7,347**	**$5,525**	**$79,188**	**$109,103**	**$119,647**						
FTE	**Total Cost**																							
1.00	$149,821																$30,174	$119,647						
0.60	$78,929																$78,929							
0.50	$40,594						$40,594																	
0.60	$79,188															$79,188								
Total Funds Used		$0	$0	$0	$0	$0	$40,594	$0	$0	$0	$0	$0	$0	$0	$0	$79,188	$109,103	$119,647	$0	$0	$0	$0	$0	$0
Remaining Funds		$0	$0	$20,735	$7,540	$13,859	$33,322	$9,775	$1,955	$31,280	$1,173	$7,820	$9,775	$7,347	$5,525	$0	$0	$0	$0	$0	$0	$0	$0	$0

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