

School Year: **2024-25**



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
Kingswood K-8 Elementary School	34-67447-6034656	05/22/24	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Kingswood PreK-8 met the criteria for CSI for the following indicators and/or student groups:

List indicators and student groups

ELA: English learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged

Mathematics: English learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, White

Suspension Rate: African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

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

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2024-2025 SPSA was developed in collaboration with parents, staff, leadership and students. The Kingswood School Site Council (SSC), is comprised of students, parents/community members, teachers, and staff. The SSC met throughout the 2023-2024 year to determine needs and develop goals and actions to address them. Teachers provided input through collaboration time and the Leadership Team. Data was shared and input was gathered at staff meetings, ELAC meetings, Coffee with the Principal meetings, and School Site Council meetings. We surveyed staff as to what resources they feel make an impact on our site based on data, and had conversations at both the School Site Leadership Team level and whole staff level.

Stakeholders will continue to be involved with monitoring and refining the School Plan throughout the year. Leadership team meets every week and reviews next steps in best practices for teachers teaching and student learning. School Site Council will meet throughout the year and continue to address needs assessment, SPSA, site budget and resources to support all students. English Language Advisory Committee met four times throughout the year to review and discuss the needs of our English Learners, school needs assessment, review site budget, and resources to support and engage students to increase attendance and participation.

Based on this feedback, the SPSA was developed. All stakeholders will continue to monitor the implementation of the actions described in this plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.58%	0.95%	1.08%	3	5	6
African American	8.51%	9.35%	11.17%	44	49	62
Asian	2.71%	2.29%	1.98%	14	12	11
Filipino	1.55%	1.72%	2.88%	8	9	16
Hispanic/Latino	50.87%	47.33%	46.85%	263	248	260
Pacific Islander	1.74%	2.1%	1.08%	9	11	6
White	26.11%	27.29%	25.77%	135	143	143
Multiple/No Response	7.93%	8.97%	9.19%	41	47	51
Total Enrollment				517	524	555

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	59	56
Grade 1	52	57	58
Grade 2	60	52	53
Grade 3	59	59	55
Grade 4	54	59	63
Grade 5	73	57	59
Grade 6	50	70	60
Grade 7	55	55	65
Grade 8	58	56	63
Total Enrollment	517	524	555

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	143	137	143	25.30%	27.7%	25.8%
Fluent English Proficient (FEP)	63	47	53	12.80%	12.2%	9.5%
Reclassified Fluent English Proficient (RFEP)				4.7%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	83.4	26.1	0.2
Total Number of Students enrolled in Kingswood K-8 Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	137	26.1
Foster Youth	1	0.2
Homeless	30	5.7
Socioeconomically Disadvantaged	437	83.4
Students with Disabilities	83	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	9.4
American Indian	5	1
Asian	12	2.3
Filipino	9	1.7
Hispanic	248	47.3
Two or More Races	47	9
Pacific Islander	11	2.1
White	143	27.3

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

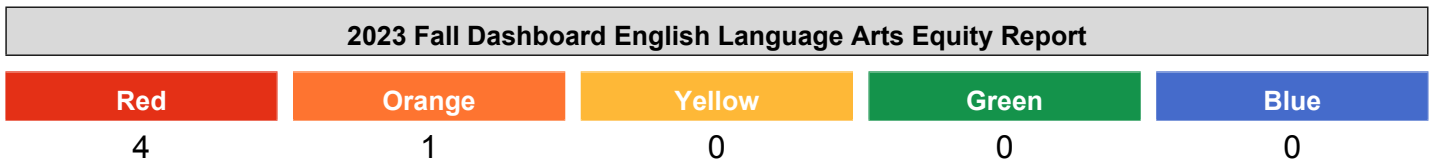
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>78.3 points below standard Decreased -10.6 points</p> <p>312 Students</p>	<p>English Learners</p> <p>Red</p> <p>98 points below standard Decreased -10.4 points</p> <p>107 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>104.6 points below standard Decreased -8.9 points</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>90.3 points below standard Decreased -12.1 points</p> <p>266 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>129.6 points below standard Decreased -11.8 points</p> <p>52 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
94.6 points below standard Increased Significantly +24.6 points 27 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 97.8 points below standard Decreased -14.5 points 170 Students	59.8 points below standard Decreased -12.3 points 28 Students	Less than 11 Students 6 Students	 Orange 53.4 points below standard Decreased Significantly - 22.4 points 67 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.2 points below standard Decreased Significantly -19 points 73 Students	35.4 points below standard Maintained +2.5 points 34 Students	72.8 points below standard Decreased -9.8 points 180 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student groups are scoring in the Red at 78.3 points below standard which was a decrease from the previous school year. Students with Disabilities, English learners, Socioeconomically Disadvantaged, and Hispanic students are scoring even lower than all students. Specifically, Students with Disabilities are significantly lower at 129.6 points below standard.

Reflecting on last year, teachers focusing on managing behaviors instead of teaching, lowered expectations, students' lack of critical thinking skills, inaccessible and unengaging curriculum, and insufficient hands-on work likely contributed to our school's low ELA scores. Teachers also cited not having enough time for planning, goal-setting, and collaborating as a contributing factor.

To improve outcomes for our lowest performing student groups, we need to use data to drive instruction, build stronger relationships with students through greater check-ins and positive adult interaction. Additionally, providing more planning time for teachers, offering tutoring support, investing in a new engaging curriculum, implementing a phonics program, and dedicating time for setting goals with students will all be crucial in supporting and improving the performance of our struggling students. Teachers also cited the need for more training and professional development.

School and Student Performance Data

Academic Performance Mathematics

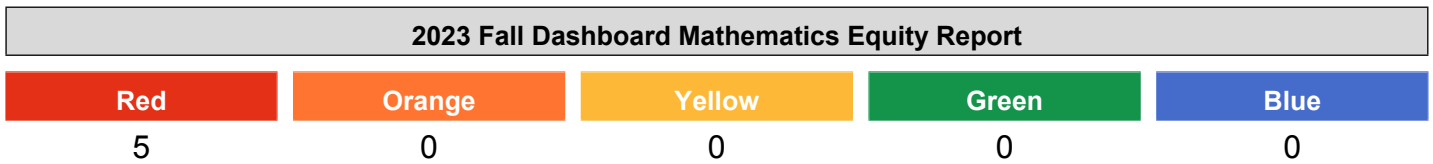
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>111.1 points below standard Decreased -14.8 points</p> <p>311 Students</p>	<p>English Learners</p> <p>Red</p> <p>116 points below standard Maintained -0.5 points</p> <p>106 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>107.8 points below standard Increased +8.2 points</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>120.9 points below standard Decreased Significantly -19 points</p> <p>264 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>166.5 points below standard Decreased Significantly -30.5 points</p> <p>51 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
133 points below standard Decreased -7 points 27 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 117.5 points below standard Decreased -12.3 points 170 Students	116.2 points below standard Decreased Significantly - 23.1 points 27 Students	Less than 11 Students 6 Students	 Red 101.1 points below standard Decreased Significantly - 28.7 points 67 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
133.2 points below standard Maintained +0.9 points 73 Students	77.8 points below standard Decreased -7.9 points 33 Students	118.8 points below standard Decreased Significantly -28.8 points 180 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 111.1 points below standard which was a decrease by 14.8 points from the previous year. More specifically, our English learners, Hispanic, Socioeconomically disadvantaged, Students with Disabilities, and White students scored lower than all. Students with Disabilities scored 166.5 points below the standard which was a significant decrease from the previous year. This subgroup is the lowest within all subgroups.

Reflecting on last year, our schools' low math scores may have been influenced by students lacking critical thinking skills, deficiencies in basic math facts, teachers struggling with classroom behaviors that detract from teaching time, and an unengaging math curriculum. Teachers also cited a lack time for planning, collaboration and goal-setting as a contributing factor.

To improve outcomes for our lowest performing student groups, we need resources such as a new math program and/or curriculum that focuses on foundational skills and critical thinking. Additionally, we need intervention time specifically for elementary math, offer tutoring support, more planning time for teachers, the use of manipulatives in teaching, and a focus on using data to drive instruction. Teachers also cited the need for more training and professional development. These resources will help prioritize foundational skills and ultimately improve outcomes for our struggling students.

School and Student Performance Data

Academic Performance English Learner Progress

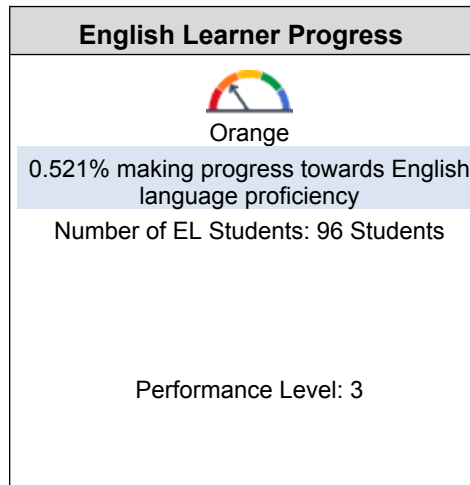
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	31	0	50

Lowest Performing Group:

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

Looking at our English learners progress in English, we noticed that 50 students progressed at least one level on ELPAC whereas we had 31 that maintained and 15 that decreased.

Reflecting on last year, our English Learner progress may have been influenced by their reliance on Google Translate, the effectiveness of the ETM (Education Through Music) program, and the use of AVID and GLAD strategies.

To improve outcomes for our English Learners we need resources such as providing teachers with more planning time and utilizing visual aids more consistently to enhance learning. Additionally, we need more translating of materials for

assignments to support understanding, investing in the EL Achieve curriculum along with providing professional development and planning time for teachers. Furthermore, incorporating the Education through Music program by more teachers and offering professional development for its implementation can also contribute to enhancing outcomes for our struggling students.

School and Student Performance Data

Academic Performance College/Career Report

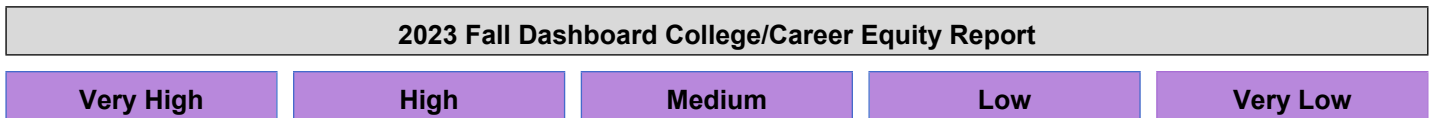
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

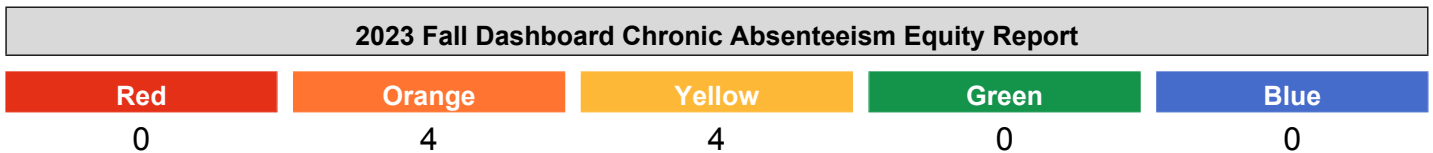
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>40.6% Chronically Absent</p> <p>Declined Significantly -12.1</p> <p>579 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>27.3% Chronically Absent</p> <p>Declined Significantly -12.5</p> <p>161 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Orange</p> <p>54.5% Chronically Absent</p> <p>Declined -5.2</p> <p>44 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>42.6% Chronically Absent</p> <p>Declined Significantly -11.1</p> <p>493 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>44.8% Chronically Absent</p> <p>Declined -17.3</p> <p>96 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 49.1% Chronically Absent Declined -15.1 53 Students	Less than 11 Students 5 Students	56.3% Chronically Absent Declined -0.9 16 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.8% Chronically Absent Declined Significantly -12.8 263 Students	 Orange 51% Chronically Absent Declined -10.4 51 Students	50% Chronically Absent 0 12 Students	 Yellow 44.7% Chronically Absent Declined Significantly -11.2 170 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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40.6% of all students were chronically absent which was a significant decrease from the previous year. Looking at our subgroups, 54.5% of our homeless students were chronically absent which was a decline from the previous year. 44.8% of our Students with Disabilities were chronically absent which was a decline from the previous year. 49.1% of our African American students were chronically absent which was a decrease from the previous year. 51% of our students identified as Two of More Races were chronically absent which was a decrease from the previous year.

Reflecting on last year, the high chronic absenteeism rate in our schools may have been influenced by the lack of incentives, inadequate communication with families, teachers not effectively connecting with students, student disengagement, and students not feeling welcome.

To improve attendance rates for our lowest performing student groups, we need resources such as building better connections with students and fostering stronger connections with families. This can be achieved through teachers conducting home visits, reaching out to families to offer resources, providing transportation support, and creating incentives to encourage regular attendance. Staff also cited the need for trauma informed training. Additionally, establishing a Parent-Teacher Association (PTA) and reinstating the School Attendance Review Board (SARB) can also help in addressing and improving attendance rates for our struggling students.

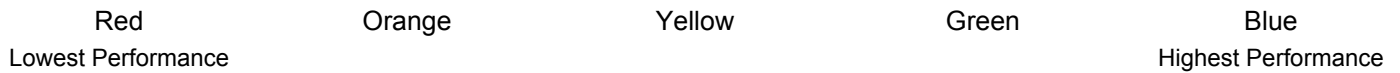
School and Student Performance Data

Academic Engagement Graduation Rate

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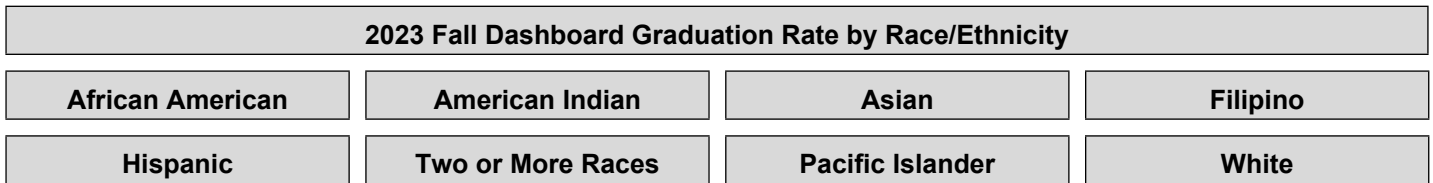
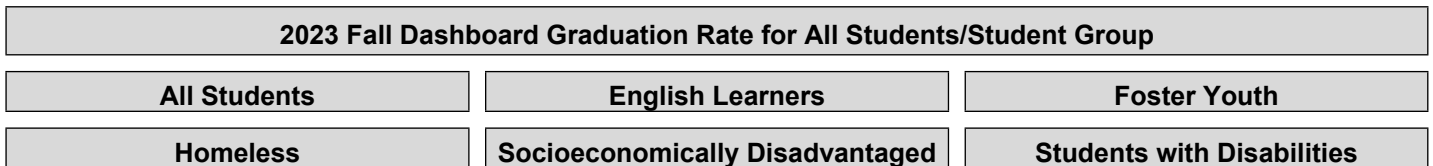
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This section provides number of student groups in each level.



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



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

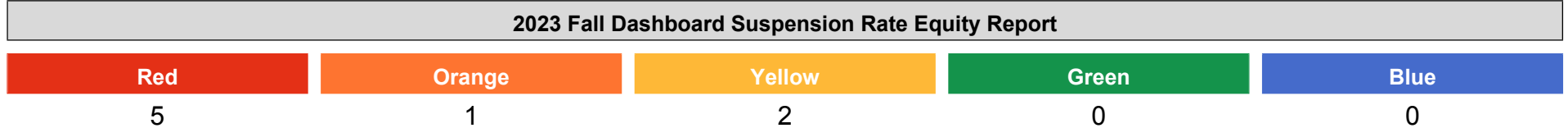
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Red

9.1% suspended at least one day

Increased Significantly 2.6
603 Students

English Learners


 Yellow


6.5% suspended at least one day

Declined Significantly -2.5
168 Students

Foster Youth

Less than 11 Students
3 Students


Homeless


 Yellow

5.9% suspended at least one day

Declined -3
51 Students


Socioeconomically Disadvantaged


 Red

9.6% suspended at least one day

Increased Significantly 3.3
511 Students





Students with Disabilities


 Red

6.3% suspended at least one day

Increased 1
96 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 13% suspended at least one day Increased 6.6 54 Students	Less than 11 Students 5 Students	11.8% suspended at least one day Declined -0.7 17 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 9.2% suspended at least one day Increased Significantly 3.5 272 Students	 Red 16.1% suspended at least one day Increased 7.4 56 Students	0% suspended at least one day 13 Students	 Orange 6.8% suspended at least one day Declined -0.5 177 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

9.1% of all students were suspended at least one day which was a significant increase from the previous year. Looking at our lowest performing student groups, 9.6% of our Socioeconomically Disadvantaged students were suspended at least one day which was a significant increase from the previous year. 6.3% of our Students with Disabilities were suspended at least one day which was an increase from the previous year. 13% of our African American students were suspended at least one day which was an increase from the previous year. 9.2% of our Hispanic students were suspended at least one day which was a significant increase from the previous year. 16.1% of our students identified as Two or More Races were suspended at least one day which was an increase from the previous year.

Reflecting on last year, the high suspension rates at our school were likely influenced by the inconsistency of expectations, inconsistent discipline steps/actions, lack of preventive measures before suspensions, teachers quickly resorting to suspension when triggered, tolerating minor behaviors that escalate, and a scarcity of alternatives to suspension. Staff also cited a lack of relationships with families and a lack of engagement in the classrooms.

To improve outcomes for our lowest performing student groups, resources needed include implementing a responsive classroom schoolwide approach, restorative justice training, offering more alternatives to suspension, building community with students and families, providing trauma informed training, conducting behavior-based activities like clubs, incorporating SEL classroom lessons, establishing clear behavior expectations and steps for addressing problem behaviors, offering more options for restoration, providing de-escalation training, creating a dedicated space for students to de-escalate that is not the office. Staff also sites the need for more family engagement activities and engagement in the classroom for students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

CAASPP annually, iReady and/or text levels two times a year, student work, formative and summative assessments throughout the year.

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

Intervention worked and was provided for students who were two or more grade levels below. Middle school had an additional period to be used as a writing intervention block. Students were able to practice writing skills to become more proficient. Students were grouped by high, medium, and low. It worked for some and not for others. There was a lack of time to plan for the additional period.

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

Continue to provide targeted intervention and implemented after school tutoring.

The additional period for middle school changed to students staying in their grade level. We will not continue the additional period in 2024-25.

2023-24

Identified Need

To improve outcomes for our lowest performing student groups, we need to use data to drive instruction, build stronger relationships with students through greater check-ins and positive adult interaction. Additionally, providing more planning time for teachers, offering tutoring support, investing in a new engaging curriculum, implementing a phonics program, and dedicating time for setting goals with students will all be crucial in supporting and improving the performance of our struggling students. Teachers also cited the need for more training and professional development.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

ELA State Assessment:
Change in scale score

All Students	78.3 points below standard
English Learners	98 points below standard
Foster Youth	
Homeless	104.6 points below standard
Socioeconomically Disadvantaged	90.3 points below standard
Students with Disabilities	129.6 points below standard
African American	94.6 points below standard
American Indian	
Asian	
Filipino	

+3 scale score points

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24	
	Hispanic	97.8 points below standard		
Math State Assessment: Change in scale score	Two or More Races	59.8 points below standard	+3 scale score points	
	Pacific Islander			
	White	53.4 points below standard		
	All Students	111.1 points below standard		
	English Learners	116 points below standard		
	Foster Youth			
	Homeless	107.8 points below standard		
	Socioeconomically Disadvantaged	120.9 points below standard		
	Students with Disabilities	166.5 points below standard		
	African American	133 points below standard		
	American Indian			
	Asian			
	Filipino			
	Hispanic	117.5 points below standard		
	Two or More Races	116.2 points below standard		
	Pacific Islander			
	White	101.1 points below standard		
English Language Learner State Assessment:	0.521%		+2%	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	12.94%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Fund intervention teaching position to support student's access to content standards through intervention, co-teaching, small group and differentiation. .95 FTE Intervention Teacher PC 33422	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	108567 32783	08/2024 - 06/2025
1.2	Provide counseling services for students and families in the	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated	128859 56453	08/2024 - 06/2025

	<p>areas of education and career planning, student performance, personal and social relations, and parent and family relations. 1.0 FTE Counselor PC 31558 & 31559</p>		<p>Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>		
1.3	<p>Update technology to support supplemental core instruction delivery and increase hands on opportunities for students.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities</p>	<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>35,000 4,911</p>	<p>08/2024 - 06/2025</p>
1.4	<p>Purchase online resources, licenses and subscriptions that support student</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other</p>	<p>10,000</p>	<p>08/2024 - 06/2025</p>

	achievement in all subjects.		Operating Expenditures		
1.5	Professional Development and conferences with an emphasis on literacy, math and engagement strategies.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures	15,079 30,000	08/2024 - 06/2025
1.6	Purchase supplemental curriculum and programs in ELA and Math to support learning, engagement and differentiation .	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	20,000 10,000 25,000	08/2024 - 06/2025

			4000-4999: Books And Supplies Comprehensi ve Support and Improvement (CSI) 4000-4999: Books And Supplies		
1.7	Purchase classroom & library books, materials, and supplies to support learning, intervention and engagement.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	20,000 10,000	08/2024 - 06/2025
1.8	Release days for teachers for planning time and professional development around curriculum.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Comprehensi ve Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	30,000	08/2024 - 06/2025

1.9	Additional assignment for staff for planning and tutoring.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	30,000	08/2024 - 06/2025
1.10	Purchase EL Achieve curriculum and materials to support our English Learners.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	13,650	08/2024 - 06/2025
1.11		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
1.12		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

1.13

All Students
English Learners
Low-Income Students
Foster Youth
Lowest Performing

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Attendance reports - every other week, trimester, and at end of the year.

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

Extra hours for clerk to make targeted phone calls is working.
Special connections and education for parents during monthly principal meetings is showing signs of improvement.
Targeted meetings for parents struggling to get students to school showed signs of improvement.

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

No modifications were made.

2023-24

Identified Need

To improve attendance rates for our lowest performing student groups, we need resources such as building better connections with students and fostering stronger connections with families. This can be achieved through teachers conducting home visits, reaching out to families to offer resources, providing transportation support, and creating incentives to encourage regular attendance. Staff also sited the need for trauma informed training. Additionally, establishing a Parent-Teacher Association (PTA) and reinstating the School Attendance Review Board (SARB) can also help in addressing and improving attendance rates for our struggling students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	40.6% Chronically Absent
	English Learners	27.3% Chronically Absent
	Foster Youth	
	Homeless	54.5% Chronically Absent
	Socioeconomically Disadvantaged	42.6% Chronically Absent
	Students with Disabilities	44.8% Chronically Absent
	African American	49.1% Chronically Absent
	American Indian	
	Asian	56.3% Chronically Absent
	Filipino	
	Hispanic	33.8% Chronically Absent
	Two or More Races	51% Chronically Absent
	Pacific Islander	50% Chronically Absent

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	White 44.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.45%	91%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0%	0%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Fund .375 FTE for attendance clerk to help monitor and support chronically absent students and their families. PC 30715	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	13,846 6,043	08/2024-06/2025
2.2	Release days for teachers to goal set with students and plan with their grade level and/or department partners.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	20,000	08/2024 - 06/2025
2.3	Home visits to increase parent and staff collaboration and	All Students X English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	4,127 2,000	08/2024 - 06/2025

	build relationships while supporting the academic achievement of students.	X Lowest Performing	1000-1999: Certificated Personnel Salaries Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries		
2.4	Enhance family/community by engaging in interactive activities and learning experiences through family/community events.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	3,000 5,000	08/2024 - 06/2025
2.5	Utilize attendance incentives to promote regular attendance and	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	2,000	08/2024 - 06/2025

	decrease chronic absenteeism.		4000-4999: Books And Supplies		
2.6	Provide opportunities for enrichment through real world experiences, field trips and assemblies.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures	15,000	08/2024 - 06/2025

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Office referrals were reviewed each trimester.
SAEBERs data were reviewed each trimester.
Suspension data were reviewed each trimester including looking at lowest performing student groups.

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

PBIS - and student store are leading to some improvements as indicator by the change in office referrals.
Teacher connections with students are also showing signs of improvement. There needs to be a clearly established of behavior expectations and steps for addressing problem behaviors.

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

No modifications were made to these actions.

2023-24

Identified Need

To improve outcomes for our lowest performing student groups, resources needed include implementing a responsive classroom schoolwide approach, restorative justice training, offering more alternatives to suspension, building community with students and families, providing trauma informed training, conducting behavior-based activities like clubs, incorporating SEL classroom lessons, establishing clear behavior expectations and steps for addressing problem behaviors, offering more options for restoration, providing de-escalation training, creating a dedicated space for students to de-escalate that is not the office. Staff also sites the need for more family engagement activities and engagement in the classroom for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	9.1% suspended at least one day
	English Learners	6.5% suspended at least one day
	Foster Youth	
	Homeless	5.9% suspended at least one day
	Socioeconomically Disadvantaged	9.6% suspended at least one day
	Students with Disabilities	6.3% suspended at least one day
	African American	13% suspended at least one day
	American Indian	
	Asian	11.8% suspended at least one day
	Filipino	
Hispanic	9.2% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Two or More Races 16.1% suspended at least one day Pacific Islander 0% suspended at least one day White 6.8% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.17%	-0.17%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	58.2%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	58.9%	+2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	+10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Fund a School and Community Intervention Specialist to provide direct services and support to	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Students with Disabilities, Two or More Races	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	47617 30765	08/2024 - 06/2025

	socioeconomically disadvantaged and low performing students and their families. PC 36671		Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.2	Utilize a parent/community liaison to support all parents and guardians to improve communication between families and school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	3,034	08/2024 - 06/2025
3.3	Monthly parent meetings and check ins with instructional and data focus as well as a school connectedness focus to bridge the gap between home and school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	2,678	08/2024 - 06/2025
3.4	Bring outside vendors and partners to the site in order to increase opportunities for	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Students with Disabilities, Two or More Races	LCFF Supplemental Site Allocation 5000-5999: Services And Other	5,000	08/2024 - 06/2025

	students to feel supported, connected, and engaged in the school culture and promote a growth mindset.		Operating Expenditures		
3.5	Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Students with Disabilities, Two or More Races	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,000	08/2024 - 06/2025
3.6	Provide field trips that enhance core standards' instruction as well as team building and leadership skills.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other	15,000 5,000	08/2024 - 06/2025

			Operating Expenditures		
3.7	Responsive classroom, restorative practices and trauma informed training, focused on school climate, collaboration, and safety tied to academics and student achievement.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Students with Disabilities, Two or More Races	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures	15,024	08/2024 - 06/2025
3.8	Fund additional Recreational Aide support to increase student engagement and positive choices on the playground.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	08/2024 - 06/2025
3.9		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide primary language support to core content classes other than English Language Development	08/2024 - 06/2025	2.0 FTE Bilingual Instructional Assistants - Spanish	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide explicit English Language Instruction for Emerging Bilinguals	08/2024 - 06/2025	2.0 FTE English Language Development Teachers	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide guidance and social emotional support for all students, as well as resources for all families.	08/2024 - 06/2025	1.0 FTE MTSS Social Worker	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide Math Teacher to support K-8 Math .2 FTE Teacher	08/2024 - 06/2025	.2 FTE Teacher	1000-1999: Certificated Personnel Salaries		
Fund additional Recreational Aide support to increase student engagement and positive choices on the playground.	08/2024 - 06/2025	.25 FTE Rec Aide	2000-2999: Classified Personnel Salaries		
Provide counseling services for students and families in the areas of social emotional needs, education and career planning, student performance, personal and social relations, and parent and family relations.	08/2024 - 06/2025	.3 FTE Counselor	1000-1999: Certificated Personnel Salaries		

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
		.2 FTE Counselor	1000-1999: Certificated Personnel Salaries		
Fund a School Community Specialist to provide additional supervision and social emotional support for all students, as well as resources for all families.	08/2024 - 06/2025	1.0 FTE School & Community Specialist	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	\$493,612.00
Total Federal Funds Provided to the School from the LEA for CSI	\$212,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$786,369.00

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)	\$212,024.00

Subtotal of additional federal funds included for this school: \$212,024.00

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 Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$76,800.00
Title I Part A Parent Involvement	\$5,712.00
Title I Part A Site Allocation	\$487,900.00

Subtotal of state or local funds included for this school: \$574,345.00

Total of federal, state, and/or local funds for this school: \$786,369.00

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	76,800	0.00
LCFF Rec Aide Allocation	3,933	0.00
Comprehensive Support and Improvement (CSI)	212,024	0.00
Title I Part A Parent Involvement	5,712	0.00
Title I Part A Site Allocation	487,900	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	212,024.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	76,800.00
Title I Part A Parent Involvement	5,712.00
Title I Part A Site Allocation	487,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	323,553.00
2000-2999: Classified Personnel Salaries	68,430.00
3000-3999: Employee Benefits	126,044.00
4000-4999: Books And Supplies	158,239.00
5000-5999: Services And Other Operating Expenditures	110,103.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	82,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	65,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	65,024.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	13,846.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,043.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	36,911.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	20,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,034.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,678.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	241,553.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	47,617.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	120,001.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	53,650.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	25,079.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	580,302.00
Goal 2	71,016.00
Goal 3	135,051.00

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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karen Hanks	Principal
Leanne Louch	Classroom Teacher
Patti Briggman	Other School Staff
Melissa Stroben	Classroom Teacher
Christy Thorson	Classroom Teacher
Blair Maynard	Parent or Community Member
Eduardo Lago	Parent or Community Member
Anhelica Trujillo	Parent or Community Member
Amari Tadlock	Secondary Student
Edwin Vale-Sic	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/22/2024.

Attested:



Principal, Karen Hanks on 6/10/24



SSC Chairperson, Patti Briggman on 6/10/24

Budget By Expenditures

Kingswood Elementary School

Funding Source: Comprehensive Support and Improvement (CSI)

\$212,024.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Update technology to support supplemental core instruction delivery and increase hands on opportunities for students.	4000-4999: Books And Supplies	\$35,000.00	Connected School Communities	
Release days for teachers for planning time and professional development around curriculum.	1000-1999: Certificated Personnel Salaries	\$30,000.00	Connected School Communities	
Additional assignment for staff for planning and tutoring.	1000-1999: Certificated Personnel Salaries	\$30,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$30,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$25,000.00	Connected School Communities	
Release days for teachers to goal set with students and plan with their grade level and/or department partners.	1000-1999: Certificated Personnel Salaries	\$20,000.00	Healthy Environments for Social-Emotional Growth	
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Healthy Environments for Social-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Healthy Environments for Social-Emotional Growth	
	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Social-Emotional Growth	

Kingswood Elementary School

Responsive classroom, restorative practices and trauma informed training, focused on school climate, collaboration, and safety tied to academics and student achievement.	5000-5999: Services And Other Operating Expenditures	\$15,024.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs

Comprehensive Support and Improvement (CSI) Total Expenditures: \$212,024.00

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

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund additional Recreational Aide support to increase student engagement and positive choices on the playground.	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$3,933.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$76,800.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Bring outside vendors and partners to the site in order to increase opportunities for students to feel supported, connected, and engaged in the school culture and promote a growth mindset.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs	

Kingswood Elementary School

Purchase equipment and incentives to promote and increase school connectedness, positive behavior, and positive student to student relationships.	4000-4999: Books And Supplies	\$7,000.00	Engaging Academic Programs
Provide field trips that enhance core standards' instruction as well as team building and leadership skills.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$4,911.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$1,941.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$6,043.00	Healthy Environments for Social-Emotional Growth
Enhance family/community by engaging in interactive activities and learning experiences through family/community events.	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth
Utilize attendance incentives to promote regular attendance and decrease chronic absenteeism.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth
Fund .375 FTE for attendance clerk to help monitor and support chronically absent students and their families. PC 30715	2000-2999: Classified Personnel Salaries	\$13,846.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities

Kingswood Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$78,741.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$5,712.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize a parent/community liaison to support all parents and guardians to improve communication between families and school.	2000-2999: Classified Personnel Salaries	\$3,034.00	Engaging Academic Programs	
Monthly parent meetings and check ins with instructional and data focus as well as a school connectedness focus to bridge the gap between home and school.	4000-4999: Books And Supplies	\$2,678.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$5,712.00

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

Funding Source: Title I Part A Site Allocation \$487,900.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund a School and Community Intervention Specialist to provide direct services and support to socioeconomically disadvantaged and low performing students and their families. PC 36671	2000-2999: Classified Personnel Salaries	\$47,617.00	Engaging Academic Programs	
Provide opportunities for enrichment through real world experiences, field trips and assemblies.	5000-5999: Services And Other Operating Expenditures	\$132.00	Clear Pathways to Bright Futures	

Kingswood Elementary School

	3000-3999: Employee Benefits	\$30,765.00	Engaging Academic Programs
Fund intervention teaching position to support student's access to content standards through intervention, co-teaching, small group and differentiation. .95 FTE Intervention Teacher PC 33422	1000-1999: Certificated Personnel Salaries	\$108,567.00	Connected School Communities
Provide counseling services for students and families in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. 1.0 FTE Counselor PC 31558 & 31559	1000-1999: Certificated Personnel Salaries	\$128,859.00	Connected School Communities
Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students.	1000-1999: Certificated Personnel Salaries	\$4,127.00	Healthy Environments for Social-Emotional Growth
Purchase EL Achieve curriculum and materials to support our English Learners.	4000-4999: Books And Supplies	\$13,650.00	Connected School Communities
	3000-3999: Employee Benefits	\$32,783.00	Connected School Communities
	3000-3999: Employee Benefits	\$56,453.00	Connected School Communities
Purchase online resources, licenses and subscriptions that support student achievement in all subjects.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities
Professional Development and conferences with an emphasis on literacy, math and engagement strategies.	5000-5999: Services And Other Operating Expenditures	\$15,079.00	Connected School Communities
Purchase supplemental curriculum and programs in ELA and Math to support learning, engagement and differentiation .	4000-4999: Books And Supplies	\$20,000.00	Connected School Communities

Kingswood Elementary School

Purchase classroom & library books, materials, and supplies to support learning, intervention and engagement.	4000-4999: Books And Supplies	\$20,000.00	Connected School Communities
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Title I Part A Site Allocation Total Expenditures: \$488,032.00

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

Kingswood Elementary School Total Expenditures: \$788,442.00