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
Lichen P-8 School	34 67447 6034680	May 28th, 2024	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

Additional Targeted 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).

Lichen met the criteria for ATSI for the following indicators and/or student groups:
- Suspension: Hispanic, Homeless, Socio-economically Disadvantaged, Students with Disabilities, White
- Chronic Absenteeism: Hispanic
- ELA: Students with Disabilities
- Math: Students with Disabilities

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).

Table of Contents

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

Our SPSA was developed through an ongoing process of data evaluation, planning, application, re evalution of outcome data to determine efficacy of actions, and adjustments to action based on data. This was done in collaboration with several stakeholder partners, including School Site Council, Site Leadership Team, ELAC, Site staff, and student leadership groups. Each of these groups met monthly, with the exception of the ELAC team, which met quarterly. While the data for student academic performance, social-emotional wellbeing, behaviors, and chronic absenteeism was evaluated by all groups, several groups also focused on sub category areas to dig deeper into particular data including an additional focus on family engagement and satisfaction with Site Council and ELAC, and student engagement and social-emotional learning with student leadership.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.44%	0.61%	0.21%	2	3	1
African American	3.74%	4.07%	4.72%	17	20	23
Asian	0.66%	0.81%	1.03%	3	4	5
Filipino	1.32%	2.24%	1.85%	6	11	9
Hispanic/Latino	45.59%	43.7%	45.17%	207	215	220
Pacific Islander	1.54%	2.24%	2.67%	7	11	13
White	41.85%	41.26%	37.99%	190	203	185
Multiple/No Response	4.85%	5.08%	6.37%	22	25	31
Total Enrollment				454	492	487

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	64	49
Grade 1	45	53	52
Grade 2	45	48	53
Grade3	51	53	53
Grade 4	39	53	55
Grade 5	56	37	56
Grade 6	58	64	41
Grade 7	59	58	64
Grade 8	52	62	47
Total Enrollment	454	492	487

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	82	82	102	18.50%	18.1%	20.9%
Fluent English Proficient (FEP)	46	56	43	12.10%	10.1%	8.8%
Reclassified Fluent English Proficient (RFEP)				3.3%		

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.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
492	**68.1**	**16.7**	**1**
Total Number of Students enrolled in Lichen P-8 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	82	16.7
Foster Youth	5	1
Homeless	21	4.3
Socioeconomically Disadvantaged	335	68.1
Students with Disabilities	75	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	4.1
American Indian	3	0.6
Asian	4	0.8
Filipino	11	2.2
Hispanic	215	43.7
Two or More Races	25	5.1
Pacific Islander	11	2.2
White	203	41.3

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
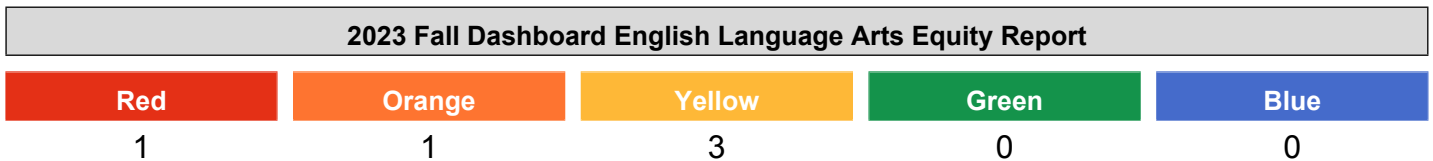## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	0	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
43.2 points below standard	86.2 points below standard	
Increased +8.4 points	Increased +4.3 points	5 Students
305 Students	63 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
147.4 points below standard	Yellow	Red
Decreased Significantly -46.1 points	54.5 points below standard	110.7 points below standard
11 Students	Increased +5.9 points	Decreased -3.8 points
	222 Students	55 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
69.9 points below standard Increased +5.9 points 16 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 46 points below standard Increased +9.4 points 142 Students	41.2 points below standard Increased +13.2 points 16 Students	Less than 11 Students 7 Students	Yellow 45.6 points below standard Increased +4.4 points 113 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**
102.5 points below standard Increased +4 points 46 Students	42 points below standard Decreased Significantly -19.9 points 17 Students	38.3 points below standard Increased +7.1 points 207 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 43.2 point below standard which was an increase from the previous school year.

Our lowest performing student groups include:

Students with Disabilities--55 students, 110.7 points below standard, decrease from 2022 by -3.8 pts

Homeless students--11 students, 147.4 points below standards, decrease from 2022 by -46.1 pts

Students with Disabilities:

From 2022-2023 school year, we increased enrollment of students who were identified as SPED from 38 students to 55 students, increasing overall enrollment of SPED students at the site from 12.1% to 15.2%. This increase of new students qualifying for SPED services may have an impact in the -3.8% decrease of ELA proficiency for SPED students. Another impact may be from the suspension rate for 2022-2023 for SPED students, with 11% of SPED students suspended from 2.7% the previous year and 1 expulsion of a SPED student. These lost days of instruction

may impact students academic achievement outcomes. Lastly, the misalignment of instructional practices and inconsistently used curriculum from grade to grade and teacher to teacher may cause confusion and set backs to academic learning and achievement for students experiencing unique learning challenges.

Homeless students:

While only 11 students, representing 2.2% of our students, our students experiencing homelessness are 147.4 below standard, a drop of -46.1 pts in comparison from 2021-2022. When evaluating potential reasons for the difference in academic achievement, we note that 43.4% of students experiencing homelessness are chronically absent. Another factor that may impact student achievement for this subgroup is the lack of community connectedness to resources.

Students with Disabilities:

As the number of enrolled students with disabilities increases, our need to adjust our systems to better respond to differentiated instruction becomes more important than ever. We will need to create a system that allows for more small group, differentiated instruction to better meet the needs of this growing group. We will also need ongoing coaching to increase instructional practice and strength with our classrooms teachers, especially related to differentiation and Tier 1 classroom interventions. As suspensions may also play a factor in their ELA performance data, we also need to put into place programs that support the social, emotional, and mental wellbeing of students with disabilities to better support their behaviors on campus.

Homeless students:

We are seeing an increase in the 2023-2024 school year with student enrollment for those identified as homeless. Between the data related to chronic absenteeism last year for this group, partnered with the trends we are seeing this year related to chronic absenteeism, we will need supports such as a SCIA, counseling, and programing support to address these tier 2 and 3 attendance concerns.

School and Student Performance Data
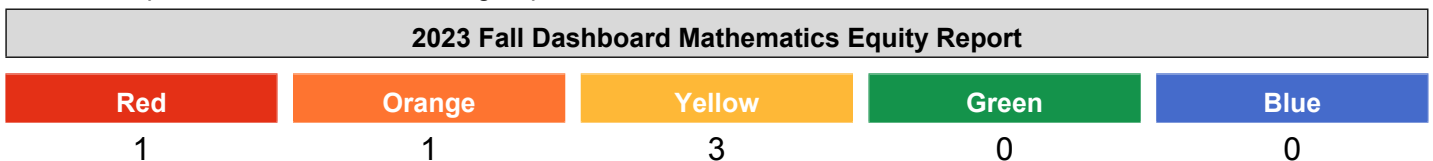
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
68.6 points below standard	102.8 points below standard	
Increased +7.9 points	Increased +7.1 points	5 Students
304 Students	63 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
	82.3 points below standard	117.5 points below standard
10 Students	Increased +7.4 points	Maintained +2.1 points
	222 Students	55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
123.3 points below standard Decreased Significantly - 50.6 points 16 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 71.3 points below standard Increased +4.4 points 142 Students	66.8 points below standard Increased Significantly +39.4 points 16 Students	Less than 11 Students 7 Students	Yellow 64.1 points below standard Increased Significantly +15.7 points 112 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**
115.4 points below standard Increased +6.8 points 46 Students	68.8 points below standard Decreased -10.8 points 17 Students	65.4 points below standard Increased +5.6 points 206 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 68.6 points below standard which was an increase from the previous school year.

Our lowest performing student groups include:

Students with Disabilities--55 students, 117.5 points below standard, an increase from 2022 by 2.1 points.

African American students--16 students, 123.3 points below standard, an increase to 50.6 points.

Students with Disabilities:

From 2022-2023 school year, we increased enrollment of students who were identified as SPED from 38 students to 55 students, increasing overall enrollment of SPED students at the site from 12.1% to 15.2%. While math performance indicators show that SPED students actually had an increase of 2.1 points, SPED students still performed at 117.5 points below standards. Another impact may be from the suspension rate for 2022-2023 for SPED students, with 11% of SPED students suspended from 2.7% the previous year and 1 expulsion of a SPED student. These lost days of instruction may impact students academic achievement outcomes. Lastly, the misalignment of instructional practices

and inconsistently used curriculum from grade to grade and teacher to teacher may cause confusion and set backs to academic learning and achievement for students experiencing unique learning challenges.

African American Students:

While not statistically significant, our African American were 50.6 points below standard. This is a significant improvement from the prior year, where we were 72.6 points below standard. As we try and evaluate factors that may have influenced this outcome one possibility is that many of our AA students are from the same families, which means that when a family is experiencing any issues at home, it in turn impacts multiple family members that are students on our campus. The was also disengagement from academics for several students, which was most apparent with students who did not feel connected to the school site.

Students with Disabilities:

As the number of enrolled students with disabilities increases, our need to adjust our systems to better respond to differentiated instruction becomes more important than ever. We will need to create a system that allows for more small group, differentiated instruction to better meet the needs of this growing subgroup. As suspensions may also play a factor in their math performance data, we also need to put into place programs that support the social, emotional, and mental wellbeing of students with disabilities to better support their behaviors on campus.

African American Students:

One area of resource we will need to address math performance issues specific to academic instruction. This will require stronger coaching related to mathematic instruction and more math intervention options as well as ongoing after school tutoring. We will also need to support student engagement by ensuring students can see themselves reflected on our campus and valued as a necessary part of our school. This will need to be done through multiple channels including identity groups, culturally responsive teaching, and SEL programs that target students who are struggling in their mental health, behaviors, and academics.

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

English Learner Progress
Orange
0.471% making progress towards English language proficiency
Number of EL Students: 68 Students
Performance Level: 3
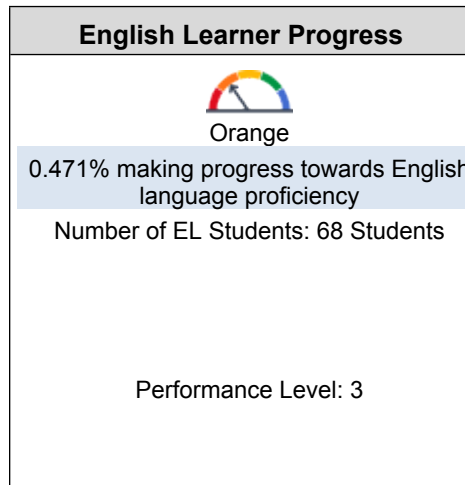
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
7	29	0	32

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

We had strong growth for our English Language Learners in terms of making progress, with 32 students progressing at least one level, representing 47.1% of our EL students making progress toward English language proficiency. While we had 7 students decrease in their performance, a larger area of focus is for those English Language Learners who did not show growth and maintained their current performance.

I believe a large factor in terms of making progress toward English language proficiency was in our increased usage of GLAD strategies, especially at the early elementary levels. These shared practices between designated and integrated instruction helped to increase practice in these successful strategies. That said, our usage of GLAD strategies is

inconsistent and we are lacking enough direct phonics instruction at the early grades to help shore up the literacy gap for EL students that grows as they progress through the years.

We will need to focus on increasing the usage of evidence-based, shared practices and curriculum between teachers and grade levels. We also need to create opportunities for our ELs to have access to more focused phonics instruction in small groups beyond what is offered in designated ELD instruction.

School and Student Performance Data

Academic Performance
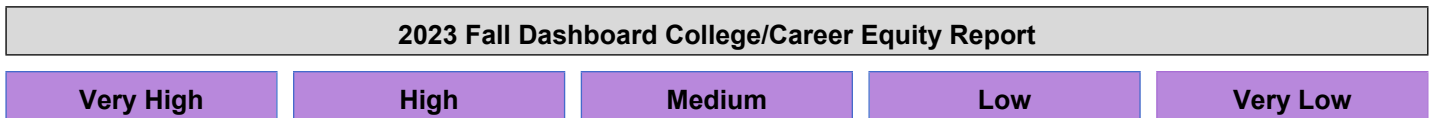## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 Reportby 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
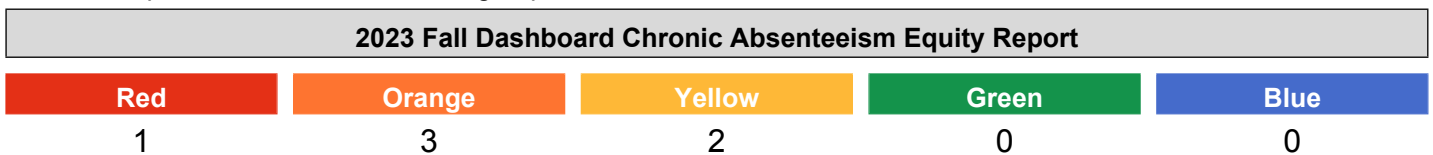## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
31.4% Chronically Absent	23.8% Chronically Absent	
Declined -2.4	Declined -6.5	10 Students
529 Students	105 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
43.3% Chronically Absent	33.2% Chronically Absent	32.3% Chronically Absent
Declined -8.3	Declined Significantly -6.6	Declined -6.6
30 Students	382 Students	99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
45.5% Chronically Absent Declined -15.7 22 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	9.1% Chronically Absent 0 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 28.2% Chronically Absent Increased 1.9 227 Students	41.4% Chronically Absent Declined -4.5 29 Students	45.5% Chronically Absent 0 11 Students	Yellow 32.7% Chronically Absent Declined Significantly -4.3 220 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.

31.4% of all students were chronically absent which was a decrease from the previous school year.

Hispanic students:

28.2 % chronically absent, an increase of 1.9% (227 students)

African American students:

45.5% chronically absent, a decrease of -15.7% (22 students)

Hispanic students :

We continue to struggle with student and family engagement with our Hispanic families. Many of our parents have not completed their formal education, and may be unaware of the importance of attendance and it's impact on student achievement, both in terms of immediate impact but also with regard to how current performance effects educational opportunities later on. Many of our families also live in multi-resident homes, where there may be a need for students to assist with childcare for the younger children at home, impacting attendance data. Communication in primary language is an additional barriers for many of our Hispanic families.

African American students:

While only representing a small group of our student population, and having increased in attendance improvement last year, our African American families continue to have issues with stable residency, impacting their attendance. There are also issues of perceived equity concerns within educational institutions, leading families to not see themselves as a critical member of the community.

Hispanic students:

In order to better support our Hispanic families and their understanding of the short term and long term impacts of attendance on academic and future employment, we will need to offer educational opportunities to our families. These

would need to be offered during times where our families are available and should be done with primary language support and childcare. Topics would include attendance, but also A-G requirements, early literacy skills, etc.

We also need to reach out to families where they are located to minimize the barriers for them in accessing this information. That may include holding family educational nights at apartment complexes in the area, creating a home visit program with our SCIA, counselor, and teachers, and celebratory programs to incentivize improved attendance.

African American students:

Visiting families where they are located to minimize the barriers for them in accessing this information will be critical. That may include holding family educational nights at apartment complexes in the area, creating a home visit program with our SCIA, counselor, and teachers, and celebratory programs to incentivize improved attendance. We also need to explore potential programs and partnerships that help amplify family voice for families of color.

Both groups will also need ongoing, daily support so that improvements are celebrated and set backs are caught before they become issues. This requires a continued increase in attendance clerk hours in order to address the volume of families needing this level of urgent attendance supports. Due to the volume, we also need these hours to address the paperwork, documentation, and attendance-related disciplinary processes that fall under the attendance clerk role.
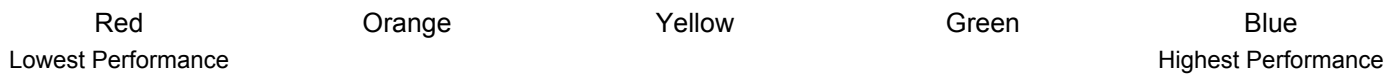
School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate 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 Graduation Rate 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

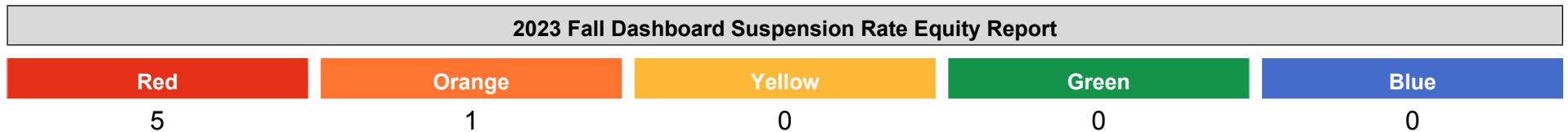## Conditions & Climate
Suspension Rate

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Red

10.1% suspended at least one day

Increased Significantly 5.2

543 Students

English Learners

Orange

4.5% suspended at least one day

Increased 2.4

110 Students

Foster Youth

Less than 11 Students

10 Students

Homeless

Red

6.3% suspended at least one day

Maintained -0.2

32 Students

Socioeconomically Disadvantaged

Red

10.9% suspended at least one day

Increased Significantly 5.9

393 Students

Students with Disabilities

Red

11% suspended at least one day

Increased 8.3

100 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
13.6% suspended at least one day	Less than 11 Students	Less than 11 Students	0% suspended at least one day
	3 Students	7 Students	
Increased 3.1			11 Students
22 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	12.9% suspended at least one day	9.1% suspended at least one day	Red
9.1% suspended at least one day	Increased 8.9	11 Students	11.5% suspended at least one day
	31 Students		
Increased Significantly 4.9			Increased Significantly 6.2
232 Students			226 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.

10.1% of all students were suspended at least one day which was a significant increase from the previous school year.

Homeless:

6.3% suspended at least once, maintaining at -0.2 points (32 students)

Socioeconomically Disadvantaged:

10.9% suspended at least once, an increase of 5.9 points (393 students)

Students with Disabilities:

11% suspended at least once, an increase of 8.3 points (100 students)

Hispanic Students:

9.1% suspended at least once, an increase of 4.9 points (233 students)

White Students:

11.5% suspended at least once, an increase of 6.2 points (226 students)

The 2022-2023 school year saw an increase in suspensions for at least one incident. In evaluating the types of events that led to suspensions, the top reasons for suspensions include aggression/assault (53 incidents), alcohol/drugs/tobacco/paraphernalia (13 incidents), bullying/harassment/sexual harassment (44 incidents), and weapons/dangerous items (5 incidents). There are many compounding factors, including outside neighborhood conflict that spills over to the school as well as a lack of engagement with education for those involved in these activities, the majority of which are in the 7th and 8th grades.

In order to address the community aspect of the behaviors leading to suspensions, namely assault/fighting, we will need to engage more with local, targeted community partnerships that help support the greater community and not just the school site. We will also need to create opportunities for family engagement that help bridge the connection gap with our school site and create a sense of pride in the school as a community hub.

Another need we have is to increase programming and engagement opportunities for students on site so that what they are involved in at school becomes so valuable and meaningful to them that they make better choices in order to continuing receiving the benefits of these programs. These will need to take place both during the day as well as after school in order to offer opportunities for students who may be impacted by after school responsibilities and those for whom after school enrichment keeps them from engaging in less desirable behaviors.

Lastly, we continue to need a dedicated person (School Community Intervention Assistant--SCIA) who can support early intervention efforts with behaviors such as push-in supports, check-in/check-out, PBIS, and home visits.

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?

Data used to monitor progress:
- CAASPP results (from prior year)
- iReady results for both ELA and Math (3 times per year)
- ESGI data for kindergarten (trimester)
- Intervention data (every 6-8 weeks)
- Progress and report card marks (trimester)
- District climate survey (mid-year)
- SAEBRS data specific to student academic performance and engagement (2 times per year)

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

The frequent reflection on data such as iReady and ESGI helped to guide the overall understanding of student academic achievement as a site. By using intervention data, we were also able to determine if the targeted supports we were utilizing were effectively moving students progress.
Progress and report cards help to communicate student progress with families, but individual teacher understanding and interpretation of grade level standards impacted the accurate use of these data points to determine if students were on track for grade level performance. This is further compounded by a lack of common focus standards and common assessments.

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

For the 2024-2025 school year, our site has had multiple discussions about the fact that while we are seeing some academic growth, we will need to adjust our instructional focus and increase our shared practice to create larger momentum. We will also need to calibrate our understanding of standards mastery through the use of common assessments. Another learning is that while we are providing intervention and tutoring, we are still falling short of serving the number of students needing more individualized, targeted instruction. All of these shifts make the biggest impact when they are done site-wide.
Another modification that we realize needs to be made is that we lose engagement in our middle grades as parents become less involved in their child's learning and thus, we will need to create better understanding and connections with families in order to increase their impact on their student's learning.

2023-24
Identified Need

Needs:

- Agreement and application of consistent instructional practices and curriculum by grade level bands that are in vertical alignment, K-8
- Identify and focus instructional efforts on the California Common Core State Standards (CCSS) that make the largest impact on student learning (Essential Core Standards)
- Identify and use common assessments: screeners, benchmarks, progress monitoring assessments, and formal summative assessments
- Find, purchase, and implementation curriculum for a Universal Access Time for intervention through acceleration
- Increased intervention supports for grades K-8 (currently only 1st through 5th)
- Increased after school tutoring opportunities
- Professional development in evidence-based instruction, interventions strategies, and methods for both credentialed teachers as well as classified instructional assistants
- Increased parent and family engagement through evening workshops and engagement opportunities

- Support for motivation and student learning engagement through the development of inclusive, supportive, and nurturing programs and relationships

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	43.2 points below standard	+3 scale score points
	English Learners	86.2 points below standard	
	Foster Youth		
	Homeless	147.4 points below standard	
	Socioeconomically Disadvantaged	54.5 points below standard	
	Students with Disabilities	110.7 points below standard	
	African American	69.9 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	46 points below standard	
	Two or More Races	41.2 points below standard	
	Pacific Islander		
	White	45.6 points below standard	
Math State Assessment: Change in scale score	All Students	68.6 points below standard	+3 scale score points
	English Learners	102.8 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Homeless	
	Socioeconomically Disadvantaged — 82.3 points below standard	
	Students with Disabilities — 117.5 points below standard	
	African American — 123.3 points below standard	
	American Indian	
	Asian	
	Filipino	
	Hispanic — 71.3 points below standard	
	Two or More Races — 66.8 points below standard	
	Pacific Islander	
	White — 64.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.471%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	10.0%	+3%

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	Provide supplemental support staff to increase academic and positive social-emotional outcomes for students 1 FTE School Site Coach to support with ELA and Mathematics instruction PC 31256 .2 FTE math support Interventionist (ELO 1.07 deficit of $3420) PC 36582	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	173,641 3,420	2024-2025 School Year
1.2	Purchase supplemental math and ELA curriculum to assist in targeted intervention instruction for English language learners, homeless students, socio-economically	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	2024-2025 School Year

		disadvantaged students, special education students, African American students, students with two or more races, and White students.				
1.3		Fund timecards for certificated and classified staff training in implementation of supplemental instructional materials and curriculum for ELA, math, GLAD, and Universal Access Time for students K-5	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1078 1000	2024-2025 School Year
1.4		Provide after school tutoring for students who are struggling in ELA and math with targeted instruction by both certificated	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	1262 12000 500	2024-2025 School Year

	and classified staff		Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
1.5	Find and apply common assessments in K-8 to evaluate academic outcomes and calibrate expectations for mastery	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	2024-2025 School Year
1.6	Fund digital supplemental instructional programs to differentiate instruction based on identified academic needs	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And	8000 4000	2024-2025 School Year

			Other Operating Expenditures		
1.7	Host family educational and engagement nights throughout the year to teach families about ways to support their student's learning as well as encourage their interaction with their children specific to learning. This includes but are not limited to: STEAM Night, Family Learning Nights, ELAC celebrations, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2500	2024-2025 School Year
1.8	Utilize supplemental instructional materials to support language acquisition for newcomer and emerging bilingual students. Possible supports include Lexia	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other	0	2024-2025 School Year

	English, EL Achieve, etc.				
1.9		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?

Data used to monitor progress:
- Attendance data from Q and Unified Insights
- CAASPP results (from prior year)
- CA Dashboard data
- iReady results for both ELA and Math (3 times per year)
- Intervention data (every 6-8 weeks)
- Progress and report card marks (trimester)
- District climate survey (mid-year)
- SAEBRS data specific to student academic and social-emotional outcomes (2 times per year)
- SWIS data

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

Reflecting on effective actions to increase attendance and engagement, it was clear that students want more options and decision making with regards to what electives and enrichment activities they have access to. When students had access to enrichment and elective choices, such as joining yearbook, choir, or our spring musical productions, we saw increased engagement and attendance from those student groups. This was also true with student identity clubs. We added another club this year, "Student of Color Club" which saw high attendance at club meetings and helped to reflect student cultures in their learning space. The addition of methods for outreach to families with attendance concerns, such as TalkingPoints, helped us to connect more with our families, but did not impact increased attendance as much as hoped. However, when our SCIA reached out to families with attendance concerns, we saw far greater outcomes. Lastly, our students with the highest emotional needs also had the highest attendance concerns and were the most difficult to engage with current offerings for their emotional and academic needs. Their lack of engagement and ability to see the relevance of school in their lives proved to be difficult issues to overcome.

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

In order to better address our programming, coursework, and opportunities to address attendance and access to broad areas of study, we will need to adjust several practices on campus. The first is that we will need to bring in programs that target our highest needs students with regards to attendance and behaviors, programs that excite them to be a part of and make them want to be at school. We will also need to be more targeted with our attendance supports, moving beyond just phone calls and offers to help and into the spaces where these families live, connecting them with community resources that can assist in getting their students to school and engaged with their learning. We will also need to find ways to better reflect the students on our campus and ensure their voice is included, whether in the environment, their curriculum, or in their enrichment opportunities.

2023-24
Identified Need

Needs:

- Increase our elective and enrichment opportunities for students, especially for those with chronic absenteeism and social-emotional concerns
- Retooled our attendance process through a streamlined approach which outlines earlier interventions, more robust meeting and planning, and the addition of home visits
- Increase spaces where students see themselves and their cultures reflected and can actively engage their thinking and voice in the decision making process on campus

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	31.4% Chronically Absent	-0.5%
	English Learners	23.8% Chronically Absent	
	Foster Youth		
	Homeless	43.3% Chronically Absent	
	Socioeconomically Disadvantaged	33.2% Chronically Absent	
	Students with Disabilities	32.3% Chronically Absent	
	African American	45.5% Chronically Absent	
	American Indian		
	Asian		
	Filipino	9.1% Chronically Absent	
	Hispanic	28.2% Chronically Absent	
	Two or More Races	41.4% Chronically Absent	
	Pacific Islander	45.5% Chronically Absent	
	White	32.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.37%		92.5%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.		
Middle School Dropout Rate:	1.67%		-.68%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Number of middle school students (grades 6-8) who dropout of school.			
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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 additional timecard hours for home visits done by classified and certificated staff for students who have the highest	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 1000-1999: Certificated	500 500	2024-2025 school year

	chronic absenteeism rates. Targeted groups included: • Pacific Islanders • African Americans • 2 or more races • Homeless youth • SED • SPED • White • Hispanic		Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
2.2		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
2.3	Bring in highly engaging assemblies that focus on attendance, self determination, and goal setting	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	2024-2025 school year

2.4	Offer field trips that help students to learn about and engage with the world around them, encouraging both attendance and helping to increase active participation in school. Including but not limited to: transportation, registration fees, and ancillary costs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	2024-2025 school year
2.5	Align middle school exploration wheel courses with CTE pathways at feeder high schools to increase likelihood of articulation to programs and engagement with high school courses upon entrance. This may also include field trips to feeder schools	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	2024-2025 school year

	and their CTE programs.				
2.6	Support student engagement with identity clubs that encourage students to become actively engaged with their learning. This may include but is not limited to: paying for guest speakers, supplying snacks at events, field trips, material costs for items such as posters, ink, t shirts, etc. Targeted groups included: • Pacific Islanders • African Americans • 2 or more races • Homeless youth • SED • SPED • English Learners • Hispanic • LGBTQ+	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	300	2024-2025 school year

	• Foster Youth				
2.7	Form a Principal's Student Advisory Committee that will meet regularly to discuss issues impacting students and gather voice in the decision-making process. Costs associated with this may include printing costs for outreach, posters for advertisement, and snacks for meetings	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	2024-2025 school year
2.8	Ongoing and active outreach by our attendance clerk to our families and community resources to increase communication and provide supports for students and families who are chronically absent, are identified as	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	8,259 7,183	2024-2025 school year

	foster youth, and those experiencing homelessness PC 34098				
2.9	Provide supplemental support staff to increase academic and positive social-emotional outcomes for students .5 FTE Counselor PC 31400 PC 31401	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	51,500 20,840	2024-2025 school year

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?

Data used to monitor progress:
- SWIS data
- Q data
- Unified Insights data
- District winter climate survey
- Google forms for community feedback
- Street data (feedback during community activities, family meetings, community outreach meetings, etc)

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

Data from 2022-2023 showed a significant increase in behaviors, namely related to behaviors that resulted in suspensions. When identifying groups with disproportionate suspensions, these included students who identified as:
- African American (13.6%)
- Two or More Races (12.9%)
- Homeless (6.3%)
- Socioeconomically Disadvantaged (10.9%)
- Students with Disabilities (11%)
- Hispanic Students (9.1%)
- White Students (11.5%)

Top reasons for suspensions include aggression/assault (53 incidents), alcohol/drugs/tobacco/paraphernalia (13 incidents), bullying/harassment/sexual harassment (44 incidents), and weapons/dangerous items (5 incidents). There are many compounding factors, including outside neighborhood conflict that spills over to the school as well as a lack of engagement with education for those involved in these activities, the majority of which are in the 7th and 8th grades. Some things that were effective were counseling and check-in/check-out with students struggling with behaviors and a lack of academic engagement. Family engagement with issues on campus was lacking, compounding student behavior further and creating distance between the school site and parental partnership. A formal PBIS program was proposed but had not started yet.

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

Based on 2022-2023 data, several modifications were developed this school year to address factors impacting student success. These included the hiring of a School Community Intervention Assistant to support students with tier 2 behavioral needs, check-in/check-out and chronic absenteeism and the development and roll out of a formal PBIS Tier 1 program. To address family engagement, we also offered volunteer background and finger printing at our back to school night and created a PTA, the first in nearly a decade.

2023-24
Identified Need

Needs:

- Primary language supports for families to engage with school site
- A robust PBIS system that includes Tier 2 PBIS supports
- A stronger home-school connection through home visits
- More family engagement with the inclusion of volunteer opportunities on campus and in the classroom
- Stronger partnerships with local community partners
- A clear sense of identity and opportunity specific to upper middle school (7th and 8th grades)
- Continued focus on relational supports with a SCIA

- Highly engaging, targeted programs for students with highest behavioral needs and chronic absenteeism
- Continued focus on campus safety with a campus monitor

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	10.1% suspended at least one day	-0.3%
	English Learners	4.5% suspended at least one day	
	Foster Youth		
	Homeless	6.3% suspended at least one day	
	Socioeconomically Disadvantaged	10.9% suspended at least one day	
	Students with Disabilities	11% suspended at least one day	
	African American	13.6% suspended at least one day	
	American Indian		
	Asian		
	Filipino	0% suspended at least one day	
	Hispanic	9.1% suspended at least one day	
	Two or More Races	12.9% suspended at least one day	
	Pacific Islander	9.1% suspended at least one day	
	White	11.5% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.18%		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	56.7%	60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	54.8%	58%
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).	17.5%	20%

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	Host family activities that encourage positive connection between students, families, and the school, including but not limited to school performances, Cultural Fair, Community Engagement Evenings, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	2044	2024-2025 school year

3.2	Provide Positive Behavior Intervention Supports (PBIS) site wide for both Tier 1 and Tier 2 implementation, including but not limited to: posters (materials), Clawmart rewards, raffle prizes, and additional rewards and incentives	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic, Homeless, Students with Disabilities, White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	2024-2025 school year
3.3	Increase parental involvement and access to school programs and supports through primary language supports with targeted groups, including but not limited to ELAC, School Site Council, PTA, etc. through a parent liaison	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2000	2024-2025 school year
3.4	Provide supplemental support staff to increase academic, positive social-emotional	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, Homeless, Students with Disabilities, White	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	44,137	2024-2025 school year

	outcomes, and improved attendance for students with highest suspensions, behaviors, and chronic absenteeism .75 FTE Sch/Comm Intrv Asst 206 days				
3.5	Provide SEL focused programming with community partners (GreenLight, GO) to offer highly engaging, daily instruction that targets unduplicated student groups with highest attendance, behavior, and mental health needs as identified by attendance data, behavioral data, and SEL data sources. Targeted groups included:	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic, Homeless, Students with Disabilities, White	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	10000	2024-2025 school year

	- Pacific Islanders - African Americans 2 or more races - Homeless youth - SED - SPED - White - Hispanic				
3.6	Provide ongoing campus-wide safety supports to ensure students feel physically safe on campus and students are adequately monitored during unstructured time 2 Rec Aide positions (3 hours)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	2024-2025 school year

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 explicit language development to emerging bilinguals based on language proficiency level.	August 2024 - June 2025	ELD teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support to core content classes outside of ELD for emerging bilinguals	August 2024 - June 2025	BIA - Spanish	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
Provide social emotional and academic planning support to students from socioeconomically disadvantaged backgrounds to support behavioral goals, mental health, and academic and career planning for upper grades	August 2024 - June 2025	.5 Counselor	1000-1999: Certificated Personnel Salaries		

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
Provide campus safety, supervision, and behavioral support to students and staff on campus	August 2024 - June 2025	Campus Monitor	2000-2999: Classified Personnel Salaries		
Provide student supervision and behavioral support to students on campus	August 2024 - June 2025	Recreation Aide	2000-2999: Classified Personnel Salaries		
Provide student supervision and behavioral support to students on campus	August 2024 - June 2025	Recreation Aide	2000-2999: Classified Personnel Salaries		

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	$307,344.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$366,797.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$55,520.00
Other	$0.00
Title I Part A Parent Involvement	$4,044.00
Title I Part A Site Allocation	$303,300.00

Subtotal of state or local funds included for this school: $366,797.00

Total of federal, state, and/or local funds for this school: $366,797.00

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	55520	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	303300	0.00
Title I Part A Parent Involvement	4044	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	55,520.00
Other	0.00
Title I Part A Parent Involvement	4,044.00
Title I Part A Site Allocation	303,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	242,139.00
2000-2999: Classified Personnel Salaries	61,591.00
3000-3999: Employee Benefits	28,023.00
4000-4999: Books And Supplies	6,044.00
5000-5999: Services And Other Operating Expenditures	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	13,578.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	10,259.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	7,183.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	12,500.00
	Other	0.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,044.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	228,561.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	45,399.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	20,840.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	207,901.00
Goal 2	93,782.00
Goal 3	65,114.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Roxanne Stellmacher	Principal
Lisa Blen	Other School Staff
Dolores Love	Classroom Teacher
Luis Guerra	Classroom Teacher
Megan Harris	Classroom Teacher
Renae Green	Parent or Community Member
Mike Provence	Parent or Community Member
JamieLynn Orvis	Parent or Community Member
Shannon Pierce	Parent or Community Member
Andrea Housely	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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-28-24.

Attested:

Signature	
[signature] R. Stellmacher	Principal, Roxanne Stellmacher on 5-28-24
[signature]	SSC Chairperson, JamieLynn Orvis on 5-28-24

Budget By Expenditures

Lichen School (K-8)

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Find and apply common assessments in K-8 to evaluate academic outcomes and calibrate expectations for mastery		$0.00	Connected School Communities	

	Total Expenditures:	$0.00		
	Allocation Balance:	$0.00		

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide ongoing campus-wide safety supports to ensure students feel physically safe on campus and students are adequately monitored during unstructured time	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academic Programs	
2 Rec Aide positions (3 hours)				

	LCFF Rec Aide Allocation Total Expenditures:	$3,933.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$55,520.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Lichen School (K-8)

Provide opportunities for students to experience off campus activities, as well as virtual activities to encourage broad perspectives. Provide related transportation, registration fees and ancillary expenses.	5000-5999: Services And Other Operating Expenditures	$7,000.00	Clear Pathways to Bright Futures
Provide SEL focused programming with community partners (GreenLight, GO) to offer highly engaging, daily instruction that targets unduplicated student groups with highest attendance, behavior, and mental health needs as identified by attendance data, behavioral data, and SEL data sources. Targeted groups included: -Pacific Islanders -African Americans -2 or more races -Homeless youth -SED -SPED -White -Hispanic	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$7,183.00	Healthy Environments for Social-Emotional Growth
Provide Positive Behavior Intervention Supports (PBIS) site wide for both Tier 1 and Tier 2 implementation, including but not limited to: posters (materials), Clawmart rewards, raffle prizes, and additional rewards and incentives	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs

Lichen School (K-8)

Offer virtual and in-person academic enrichment activities for families to encourage literacy, math reasoning, STEAM and lifestyle choices. Build community through after school evening family engagement activities. Include vendors like Sami Circuit, Phil Tulga, Mad Science, VAPA, etc. Provide refreshment and materials as needed.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Clear Pathways to Bright Futures
Host family educational and engagement nights throughout the year to teach families about ways to support their student's learning as well as encourage their interaction with their children specific to learning. This includes but are not limited to: STEAM Night, Family Learning Nights, ELAC celebrations, etc.	5800: Professional/Consulting Services And Operating Expenditures	$2,500.00	Connected School Communities
Fund timecards for certificated and classified staff training in implementation of supplemental instructional materials and curriculum for ELA, math, GLAD, and Universal Access Time for students K-5	1000-1999: Certificated Personnel Salaries	$1,078.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	$1,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$12,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$4,000.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	$500.00	Connected School Communities

Lichen School (K-8)

Fund additional timecard hours for home visits done by classified and certificated staff for students who have the highest chronic absenteeism rates. Targeted groups included: -Pacific Islanders -African Americans -2 or more races -Homeless youth -SED -SPED -White -Hispanic	1000-1999: Certificated Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth
Bring in highly engaging assemblies that focus on attendance, self determination, and goal setting	5000-5999: Services And Other Operating Expenditures	$1,000.00	Healthy Environments for Social-Emotional Growth
Offer field trips that help students to learn about and engage with the world around them, encouraging both attendance and helping to increase active participation in school. Including but not limited to: transportation, registration fees, and ancillary costs	5000-5999: Services And Other Operating Expenditures	$3,000.00	Healthy Environments for Social-Emotional Growth
Align middle school exploration wheel courses with CTE pathways at feeder high schools to increase likelihood of articulation to programs and engagement with high school courses upon entrance. This may also include field trips to feeder schools and their CTE programs.	5000-5999: Services And Other Operating Expenditures	$500.00	Healthy Environments for Social-Emotional Growth

Lichen School (K-8)

Support student engagement with identity clubs that encourage students to become actively engaged with their learning. This may include but is not limited to: paying for guest speakers, supplying snacks at events, field trips, material costs for items such as posters, ink, t shirts, etc. Targeted groups included: -Pacific Islanders -African Americans -2 or more races -Homeless youth -SED -SPED -English Learners -Hispanic -LGBTQ+ -Foster Youth	4000-4999: Books And Supplies	$300.00	Healthy Environments for Social-Emotional Growth
Form a Principal's Student Advisory Committee that will meet regularly to discuss issues impacting students and gather voice in the decision-making process. Costs associated with this may include printing costs for outreach, posters for advertisement, and snacks for meetings	4000-4999: Books And Supplies	$200.00	Healthy Environments for Social-Emotional Growth
Ongoing and active outreach by our attendance clerk to our families and community resources to increase communication and provide supports for students and families who are chronically absent, are identified as foster youth, and those experiencing homelessness PC 34098	2000-2999: Classified Personnel Salaries	$8,259.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: $66,520.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Lichen School (K-8)

Funding Source: Other $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize supplemental instructional materials to support language acquisition for newcomer and emerging bilingual students. Possible supports include Lexia English, EL Achieve, etc.		$0.00	Connected School Communities	

Other Total Expenditures: $0.00

Other Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $4,044.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase parental involvement and access to school programs and supports through primary language supports with targeted groups, including but not limited to ELAC, School Site Council, PTA, etc. through a parent liaison	2000-2999: Classified Personnel Salaries	$2,000.00	Engaging Academic Programs	
Host family activities that encourage positive connection between students, families, and the school, including but not limited to school performances, Cultural Fair, Community Engagement Evenings, etc.	4000-4999: Books And Supplies	$2,044.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $4,044.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Lichen School (K-8)

Funding Source: Title I Part A Site Allocation   **$303,300.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for students to engage with organizations such as STORM and SAYS in school hour, and after school hour activities		$10,000.00	Clear Pathways to Bright Futures	
Provide supplemental support staff to increase academic, positive social-emotional outcomes, and improved attendance for students with highest suspensions, behaviors, and chronic absenteeism .75 FTE Sch/Comm Intrv Asst 206 days	2000-2999: Classified Personnel Salaries	$44,137.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$20,840.00	Healthy Environments for Social-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	$3,420.00	Connected School Communities	
Fund digital supplemental instructional programs to differentiate instruction based on identified academic needs	5000-5999: Services And Other Operating Expenditures	$8,000.00	Connected School Communities	
Provide after school tutoring for students who are struggling in ELA and math with targeted instruction by both certificated and classified staff	2000-2999: Classified Personnel Salaries	$1,262.00	Connected School Communities	
Provide supplemental support staff to increase academic and positive social-emotional outcomes for students 1 FTE School Site Coach to support with ELA and Mathematics instruction PC 31256 .2 FTE math support Interventionist (ELO 1.07 deficit of $3420) PC 36582	1000-1999: Certificated Personnel Salaries	$173,641.00	Connected School Communities	

Lichen School (K-8)

Purchase supplemental math and ELA curriculum to assist in targeted intervention instruction for English language learners, homeless students, socio-economically disadvantaged students, special education students, African American students, students with two or more races, and White students.	4000-4999: Books And Supplies	$500.00	Connected School Communities
Provide supplemental support staff to increase academic and positive social-emotional outcomes for students .5 FTE Counselor PC 31400 PC 31401	1000-1999: Certificated Personnel Salaries	$51,500.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures: $313,300.00

Title I Part A Site Allocation Allocation Balance: $0.00

Lichen School (K-8) Total Expenditures: $387,797.00