School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Starr King TK-8 School	34-67447-6034920	05/20/2024	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).

Starr King TK-8 met the criteria for ATSI for the following indicators and/or student groups:
* African American- ELA, Math and Suspension
* Homeless- Suspension
* Students with Disabilities- ELA, Math, Chronic Absenteeism
* Two or More Races- ELA, Math, Suspension

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

This year the needs assessment was conducted on an ongoing basis with several groups including the School Site Council (SSC) and English Language Advisory Committee (ELAC), with staff through whole staff meetings and committees such as Leadership Team and Safety Committee. Students as provided input through several opportunities to participate in listening circles. Through these collaborative meetings and dialogues, as well as through surveys and informal conversations, families, community members, staff members were able to provide input on current goals and provide input for future needs.

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	0.26%	0.12%	%	4	1	
African American	11.53%	9.93%	9.60%	94	80	82
Asian	37.61%	36.48%	39.46%	252	294	337
Filipino	0.13%	0.12%	0.23%	2	1	2
Hispanic/Latino	15.07%	15.76%	14.75%	141	127	126
Pacific Islander	0.52%	1.12%	0.82%	5	9	7
White	27.52%	29.53%	30.44%	257	238	260
Multiple/No Response	7.34%	6.95%	4.68%	58	56	40
			Total Enrollment	763	806	854

Table title: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	111	96
Grade 1	76	78	105
Grade 2	101	79	78
Grade3	97	99	79
Grade 4	84	102	98
Grade 5	76	87	96
Grade 6	93	78	86
Grade 7	71	97	98
Grade 8	90	75	99
Total Enrollment	763	806	854

Table title: Student Enrollment by Grade Level

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	440	462	502	41.70%	57.7%	58.7%
Fluent English Proficient (FEP)	33	34	50	5.40%	4.3%	5.9%
Reclassified Fluent English Proficient (RFEP)				0.3%		

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**
806	**89**	**57.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Starr King TK-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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	462	57.3
Foster Youth		
Homeless	29	3.6
Socioeconomically Disadvantaged	717	89
Students with Disabilities	64	7.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	80	9.9
American Indian	1	0.1
Asian	294	36.5
Filipino	1	0.1
Hispanic	127	15.8
Two or More Races	56	6.9
Pacific Islander	9	1.1
White	238	29.5

School and Student Performance Data

Overall Performance

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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

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
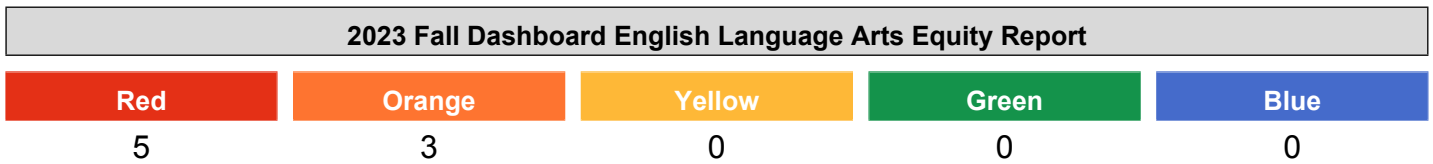## English Language Arts

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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**
5	3	0	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**
Orange	Red	No Performance Color
103.2 points below standard	127.4 points below standard	0 Students
Increased +3.2 points	Maintained +2.9 points	
441 Students	254 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
115.8 points below standard	Orange	Red
Decreased Significantly -32.3 points	108.2 points below standard	135.8 points below standard
18 Students	Increased +5.7 points	Decreased Significantly -17.7 points
	401 Students	44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	Orange	Less than 11 Students
93.3 points below standard		133.8 points below standard	
Decreased Significantly -16 points	1 Student	Increased Significantly +15 points	1 Student
52 Students		151 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	Less than 11 Students	Red
84.4 points below standard	84.3 points below standard		88.7 points below standard
Increased +9.1 points	Decreased Significantly -17.6 points	6 Students	Maintained +0.3 points
78 Students	32 Students		120 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**
150 points below standard	19.6 points below standard	76.4 points below standard
Decreased -7.9 points	Decreased Significantly -17.6 points	Decreased -4.1 points
210 Students	44 Students	173 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 103.2 points below standard which was an increase from the previous year. Our English learners, students with disabilities, African American, two or more races and white are scoring at the lowest level according the the dashboard indicator. Looking specifically at English learners, this group scored 127.4 points below standard. Given the number of English learners enrolled at Starr King, this continues to be a focus area of growth.

* Lack of use of a cohesive phonics program in the primary grades
* Chronic absenteeism continues to effect student growth
* Lack of professional development to support the high diverse needs of students
* High teacher turnover
* Smaller group sizes for intervention teacher

* Additional resources to support small group instruction and differentiation
* Intervention teachers to support Universal Access
* Instructional coach to support professional development
* Materials and professional development to support integrated ELD

School and Student Performance Data
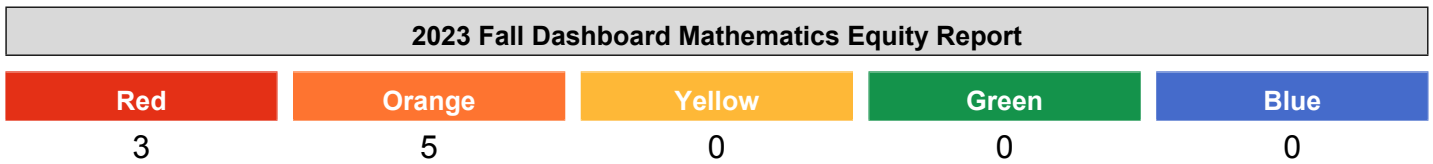
Academic Performance
Mathematics

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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**
3	5	0	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
Red	Orange	No Performance Color
128.3 points below standard	139.2 points below standard	0 Students
Maintained +0.8 points	Increased +3.3 points	
436 Students	251 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
172.5 points below standard	Orange	Red
Decreased Significantly -44.7 points	130.8 points below standard	170.9 points below standard
18 Students	Increased +3.2 points	Decreased -10.8 points
	397 Students	44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	Orange	Less than 11 Students
146.4 points below standard	1 Student	145.4 points below standard	1 Student
Decreased Significantly - 35.1 points		Increased +10.8 points	
51 Students		150 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	Less than 11 Students	Orange
120.9 points below standard	144.8 points below standard	6 Students	103.7 points below standard
Increased +6.1 points	Decreased Significantly - 24.2 points		Increased +4.2 points
78 Students	32 Students		118 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**
156.7 points below standard	56.7 points below standard	118.6 points below standard
Decreased -3.3 points	Decreased Significantly -32.6 points	Decreased -8.3 points
207 Students	44 Students	171 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 128.3 points below standard which was similar to the previous year. The student groups that are scoring at the lowest performing level in math on the dashboard indicator are students with two or more races, African American students, and students with disabilities. Students with Disabilities scored 170.9 points below standard which was a decrease from the previous school year. African American students scored 146.4 points below standard which was a significant decrease from the previous year and Students identified as two or more races scored 144.8 points below standard which was a significant decrease from the previous year.

* Chronic absenteeism continues to effect student growth
* Lack of professional development to support the high diverse needs of students
* High teacher turnover
* Curriculumn is out of date and teachers need support with implementation of Tier 1 classroom instruction
* Lack of student foundational skills in math and teachers feel they are equipped to meet the needs of all students

* Math Coach to support Tier 1 classroom instruction
* Professional development to support Tier 1 instruction
* Materials and supplies to support differentiation and small group instruction

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
Yellow
0.5% making progress towards English language proficiency
Number of EL Students: 326 Students
Performance Level: 3
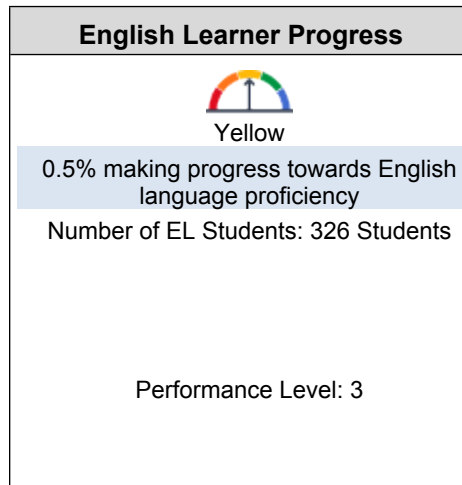
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
25	138	0	163

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 the ELPI data the area that had the greatest growth is students who made at least one level of growth. The area that needs improvement is moving student that are below level 2. In addition, we had 25 students decrease one ELPI level.

* Families lack of knowledge of school system, culture and ability to support
More explicit approach to explicit language development is needed.
Professional learning around recent refugees is lacking.

Professional learning around explicit language development.
Supplemental curriculum for newcomer refugee students.
Collaboration time to discuss data and improvements for English learners.

School and Student Performance Data

Academic Performance
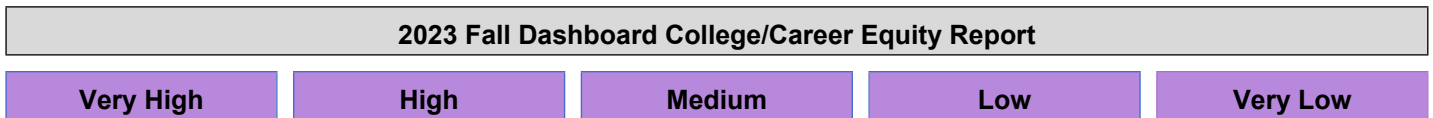## College/Career Report

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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
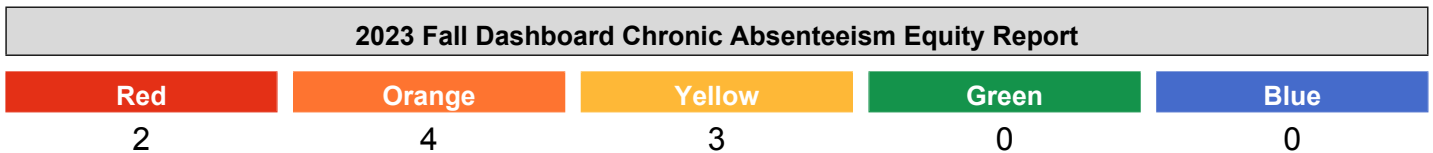## Chronic Absenteeism

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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
2	4	3	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
Yellow	Red	Less than 11 Students
40.3% Chronically Absent	30.4% Chronically Absent	
Declined Significantly -4.6	Maintained 0.2	1 Student
921 Students	556 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Red
71.4% Chronically Absent	39.6% Chronically Absent	67.1% Chronically Absent
Declined -9.6	Declined Significantly -4.1	Increased 3
35 Students	839 Students	85 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	Less than 11 Students	Yellow	Less than 11 Students
59.8% Chronically Absent	1 Student	24.9% Chronically Absent	2 Students
Declined -4.8		Declined Significantly -4.8	
87 Students		341 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	63.6% Chronically Absent	Yellow
56.6% Chronically Absent	60% Chronically Absent	0	38.8% Chronically Absent
Declined -5.6	Declined -6.1	11 Students	Declined Significantly -3.2
136 Students	65 Students		278 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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40.3% of all students were chronically absent which was significant decrease from the previous school year. The students who are scoring at the lowest perming levels on the dashboard are students with disabilities and English Learners. 30.4% of our English learners were chronically absent which was similar to the previous year. In comparison, 67.1% of our students with disabilities were chronically absent which was an increase from the previous year.

* Lack of transportation
* Lack of staff to connect and support families
* High transiency rate of families and students
* Increase of student experiencing mental health and behavioral needs
* Families experiencing socioeconomic challenges

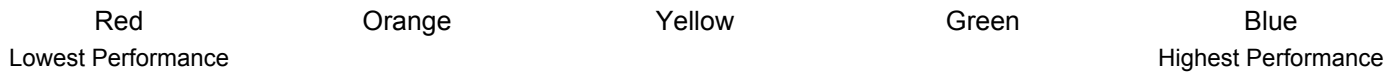* Staffing to support student and family engagement
* Fund social worker

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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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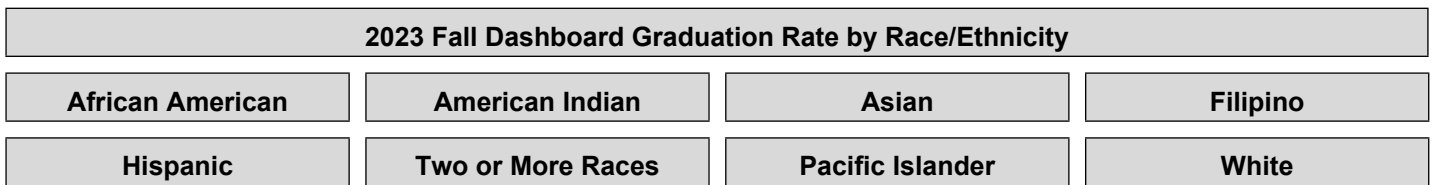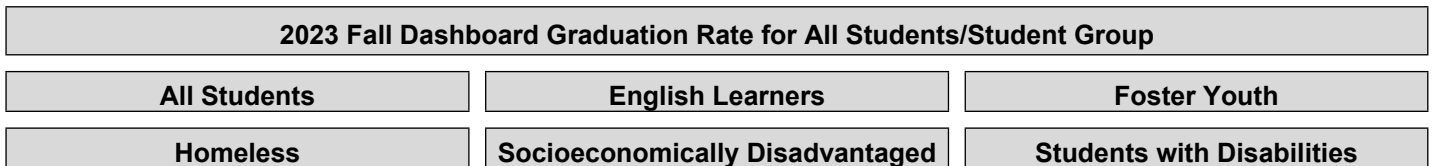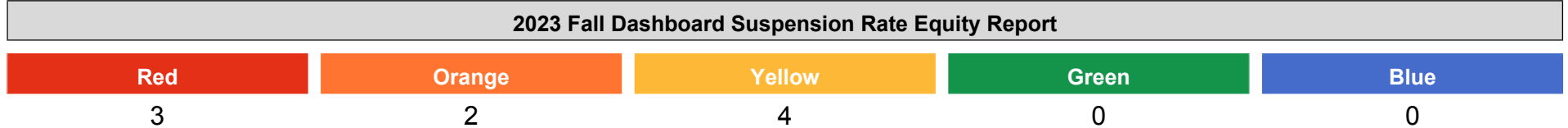
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	4	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

Yellow

6.8% suspended at least one day

Declined Significantly -1.4

1034 Students

English Learners

Yellow

5.1% suspended at least one day

Declined -0.4

609 Students

Foster Youth

Less than 11 Students

2 Students

Homeless

Red

17% suspended at least one day

Increased 6.1

47 Students

Socioeconomically Disadvantaged

Yellow

7.1% suspended at least one day

Declined Significantly -1.1

934 Students

Students with Disabilities

Orange

6.5% suspended at least one day

Declined -4.6

92 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	Yellow	Less than 11 Students
14% suspended at least one day	4 Students	4.4% suspended at least one day	2 Students
Increased 1.6		Declined -0.8	
100 Students		386 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Red	9.1% suspended at least one day	Orange
4.6% suspended at least one day	14.5% suspended at least one day	11 Students	6.8% suspended at least one day
Declined Significantly -8.7	Increased 4.7		Declined -0.8
151 Students	69 Students		311 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.

6.8% of all students were suspended at least one day which was a significant decrease from the previous year. Students that are scoring at the lowest performing level on the dashboard indicator include two or more races, African American, and homeless. 14% of our African American students were suspended at least one day. 14.5% of our students who identify as two or more races were suspended at least one day. 17% of our homeless students were suspended at least one day.

* Staff feels that they are not equipped to support students are coming to school with trauma
* Students of different races and cultures struggle to build community with one another
* Increases number of students who exhibit extreme behavior
* Lack of understanding of how behavior effects schooling
* Disjointed homeshcool connection
* Lack of stability in middle school with regards to teaching
* Staff not equipped to support the racial and overall community building that is needed

* School Community Resource Specialist
* Continue to promote PBIS professional development and materials
* Continue Project Optimism

* Fund a Campus Monitor to support safety and community building

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 - once a year
iReady - each trimester
Local Assessments - every six to eight weeks
ELPAC - once a year
UFLI- Each Trimester
Classroom Data

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

Successful Practices:
* Universal Access for ELA Intervention
* Regular Assessment used to group students for Universal Access
* Academic Coach to support with professional development for Universal Access
* Release time for data conversations
* Upgraded technology
* Use of EL Achieve materials to support high number of EL students
* Use of technology software
* Integration of GLAD in most classrooms
* Access and opportunity for students to participate in academic

Areas of Growth for Future Success:
* Expand GLAD use in classroom for integrated instruction
* Focus on Tier 1 math instruction
* Retain qualified teachers for consistency from year to year
* Continued work in PLCs
* Tier 1 math instruction

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

* Increased number of UA groups with an additional Intervention teacher
* Continued investment in EL Achieve materials
* Professional Development and staff to support teachers with Tier 1 math instruction

2023-24
Identified Need

* Additional planning time using data
* Continued access to after school tutoring
* Continued work in site-wide integrated and designated integrated and designated ELD
* Field trips and assemblies for all grade levels

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	103.2 points below standard	+3 scale score points

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	English Learners	127.4 points below standard	
	Foster Youth		
	Homeless	115.8 points below standard	
	Socioeconomically Disadvantaged	108.2 points below standard	
	Students with Disabilities	135.8 points below standard	
	African American	93.3 points below standard	
	American Indian		
	Asian	133.8 points below standard	
	Filipino		
	Hispanic	84.4 points below standard	
	Two or More Races	84.3 points below standard	
	Pacific Islander		
	White	88.7 points below standard	
Math State Assessment: Change in scale score	All Students	128.3 points below standard	+3 scale score points
	English Learners	139.2 points below standard	
	Foster Youth		
	Homeless	172.5 points below standard	
	Socioeconomically Disadvantaged	130.8 points below standard	
	Students with Disabilities	170.9 points below standard	
	African American	146.4 points below standard	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	American Indian	
	Asian	145.4 points below standard	
	Filipino	
	Hispanic	120.9 points below standard	
	Two or More Races	144.8 points below standard	
	Pacific Islander	
	White	103.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.5%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.88%	+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	Provide professional development and training for staff to strengthen instruction in all academic areas through	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And	4604	2024-2025

			Operating Expenditures		
	workshops, conferences and collaboration.				
1.2	Provide resources including but not limited to: curriculum, materials, books, manipulatives for instructional differentiation in all academic areas.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	9,000	2024-2025
1.3	Purchase reading materials, as needed for classroom libraries and the school library in order to provide access to reading opportunities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,112	2024-2025
1.4	Provide 4.0 FTE Intervention teachers. PC 35206 PC 36677 PC 34412 PC 36140 PC TBD -EM	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, English Learners, Students with Disabilities, Two or more races, White	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	265700 108645 155,171	2024-2025

			3000-3999: Employee Benefits Equity Multiplier		
1.5	Provide updated technology, technology accessories and software applications to support academic achievement, intervention, data analysis and acceleration, including but not limited to interactive screens, Chromebooks, GoFormative, Edpuzzle, Dibles, ESGI	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	55,026 6,000	2024-2025
1.6	Provide training and materials for supplemental mathematic support (Mike Frichett)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, Two or more races	Equity Multiplier 4000-4999: Books And Supplies	15,000	2024-2025
1.7	Provide training and support materials for	All Students X English Learners Low-Income Students	Title I Part A Site Allocation	5,000 4,500	2024-2025

	GLAD including and not limited to color printer cartridges, markers, paper etc.	Foster Youth Lowest Performing	4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.8	Provide staffing and support, including and not limited to guest teachers and materials, to allow collaboration around data through conversations to strengthen grade level and vertical alignment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	2024-2025
1.9	Provide funding for after school tutoring in support of academic intervention and achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1,000	2024-2025

1.10	Provide supplemental materials and resources to support the academic growth of English Language Learners including and not limited to EL Achieve.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	40,000	2024-2025
1.11	Fund .80 FTE Instructional Coach to support improved instructional practices resulting in improved student achievement. PC 34767	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	96400 44249	2024-2025
1.12	Provide funding for assemblies to support standards and enrich curriculum.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	2024-2025

1.13	Provide funding for academic field trips at each grade level to enhance supplement academic standards including but not limited to science camp to expose students to real world learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	28,086	2024-2025
1.14	Provide funding for materials, supplies, professional development and conference attendance to support academic clubs and electives including but not limited to science, engineering, AVID, coding, and technology.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	2024-2025
1.15	Fund counselors for academic planning and intervention for targeted students. 1.5 FTE PC 36569	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	142225 51890	2024-2025

	PC 32758 PC 29556		Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.16	Fund 1.0 Math Intervention/Coac h	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Africian American, Students with Disabilities, Two or more races	Equity Multiplier 1000-1999: Certificated Personnel Salaries	155,171	2024-2025

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

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?

We used monthly attendance and chronic absenteeism data, as well as responses to the School Climate Survey to monitor progress. Monthly and once a year.
School Culture Survey results
Once a year

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

Successful Practices:
* Attendance Academy where students met with staff to set goals
* Regular communication with parents regarding attendance

* Recognition and prizes for improved attendance

Areas of Growth for Future Success:
* Family recognition for improved attendance
* Planned recognition for student attendance
* Greater outreach to families and resources needed

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

* Increase hours for staff to communicate
* Attendance Academy
* Communicate to families attendance policies post-COVID

2023-24
Identified Need

* Recognition
* Prizes
* Staff

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	40.3% Chronically Absent	-0.5%
	English Learners	30.4% Chronically Absent	
	Foster Youth		
	Homeless	71.4% Chronically Absent	
	Socioeconomically Disadvantaged	39.6% Chronically Absent	
	Students with Disabilities	67.1% Chronically Absent	
	African American	59.8% Chronically Absent	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	American Indian		
	Asian	24.9% Chronically Absent	
	Filipino		
	Hispanic	56.6% Chronically Absent	
	Two or More Races	60% Chronically Absent	
	Pacific Islander	63.6% Chronically Absent	
	White	38.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.36%		+1.5%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0.00%		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		.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	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 staffing, supplies/materials, and student/family recognitions that foster regular attendance and decrease chronic absenteeism.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	2024-2025
2.2	Fund family and community events including but not limited to science night and Winter Wonderland.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2024-2025

2.3	Extend the time for ICT to support with family connection and goal setting with students around absenteeism. .2 FTE	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	12,225	2024-2025
2.4	Prizes, recognition materials, signage, and outside programs to engage students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	20,000	2024-2025
2.5	Flexible seating and other differentiated classroom materials to meet different learning modalities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	35,775	2024-2025
2.6	Snacks and other materials for students in need upon arrival/throughout the day	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	10,000	2024-2025

2.7		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

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:
* Suspension Rates for CA Dashboard
* Listening Circles
* District Survey
* Parent Input
* Informal staff feedback at staff meetings
* School Site Council feedback
* Site COST referral
* SWIS data from PBIS

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

Successful Practices:
* School Community Intervention Specialist
* PBIS Tier 1 practices
* Partnerships with community partners such as Project Optimism and Superior Sports
* Calm-down spaces
* Restorative conferences
* Counseling support with SEL lessons in classroom and one-one counseling
* De-escalation strategies
* Trauma informed practices
* Campus Monitor and rec aids to support with safety and emotional regulation
* Streamlined parent communication (TalkingPoints)
* Use of Live School in middle school to support with recognition of positive behaviors
* Integration of parent support and community partners with racial tensions
* WEB for middle school students

Areas of Growth for Future Success:
*Increase opportunities for student leadership
* Increase parent and community partner support with racial tensions
* Early identification of students in need of behavior support as well as functional behavior analysis
* Support for new teachers with implementation of PBIS Tier 1 supports

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

* Increase community partnerships
* Increase supervision during unstructured times
* Aligned PBIS practices schoolwide including middle school
* Increase use of TalkingPoints to include parents and families as part of solutions

2023-24
Identified Need

* Hire PBIS Tier 1 Resource Teacher
* Hire behaviorist
* Increase professional development around Restorative Practices
* Increase counselor for additional support for K-2 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	6.8% suspended at least one day	-0.3%
	English Learners	5.1% suspended at least one day	
	Foster Youth		
	Homeless	17% suspended at least one day	
	Socioeconomically Disadvantaged	7.1% suspended at least one day	
	Students with Disabilities	6.5% suspended at least one day	
	African American	14% suspended at least one day	
	American Indian		
	Asian	4.4% suspended at least one day	
	Filipino		
	Hispanic	4.6% suspended at least one day	
	Two or More Races	14.5% suspended at least one day	
	Pacific Islander	9.1% suspended at least one day	
	White	6.8% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in	55.8%		+0.5

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Connectedness on the district climate survey.		
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	59.1%	+0.5
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	Provide funding for family engagement activities, events, and resources including but not limited to materials and supplies for family resource area housed at school or apartment complexes.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	8,796	2024-2025
3.2	Provide funding for professional development, supplies, materials and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	27,571	2024-2025

	resources to support PBIS.		4000-4999: Books And Supplies		

3.3	Provide funding for professional development, supplies, materials and resources to support Restorative Practices.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Equity Multiplier 4000-4999: Books And Supplies	57,285	2024-2025

3.4	Provide additional funding for rec aid time to increase school wide safety measures and a positive school climate. (1- .438 FTE- 3.5 hours) PC 38023	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified	7,955
				
				3,352
				
				3,933
					2024-2025

			Personnel Salaries		
3.5	Provide funding for campus monitors to increase school safety and school connectedness. 1-1.0 FTE PC TBA	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	61,142	2024-2025
3.6	Provide funding for mentoring and support through community partnership including but not limited to Superior Sports, Project Optimism to provide structured activities during unstructured times such as recess.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	80,000	2024-2025
3.7	Fund .75 FTE School Community Intervention Specialist to support with social skills and PBIS in	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	66,652	2024-2025

	classrooms and common areas.				

3.8	Fund a 1.0 Behaviorist to support students and teachers with Tier 1 and Tier 2 behavior supports.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Equity Multiplier 1000-1999: Certificated Personnel Salaries	170,487	2024-2025

3.9	Fund a 1.0 FTE site resource teacher to support the implementation of PBIS Tier 1 classrooms supports	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Equity Multiplier 1000-1999: Certificated Personnel Salaries	155,171	2024-2025

3.10	Fund community partnerships to support inclusivity and connectedness which includes but is not limited to Project Optimism.	All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		 X Lowest Performing African American, Homeless, and Two or More Races
			LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7,500	2024-2025

3.11	Additional .2 FTE for TK-2	X All Students English Learners	Equity Multiplier	32,350	2024-2025

	counseling support.	Low-Income Students Foster Youth Lowest Performing	1000-1999: Certificated Personnel Salaries		

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 for emerging bilinguals based on language proficiency levels.	8/24-6/25	ELD Teachers	1000-1999: Certificated Personnel Salaries		
Provide primary language support to emerging bilinguals in core content classes other than ELD.	08/2024-06/2025	BIA 6 PCs	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
Provide supplemental support around social emotional needs.	08/2024 - 06/2025	K-8 counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide targeted supports for students with greatest need.	08/2024-06/2025	1.0 FTE School Community Intervention Specialist	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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	$760,121.00
Total Federal Funds Provided to the School from the LEA for CSI	$320,839.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,975,973.00

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 ($)
Equity Multiplier	$1,088,399.00
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$123,520.00
Title I Part A Parent Involvement	$8,796.00
Title I Part A Site Allocation	$751,325.00

Subtotal of state or local funds included for this school: $1,975,973.00

Total of federal, state, and/or local funds for this school: $1,975,973.00

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	123,520	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	751,325	0.00
Title I Part A Parent Involvement	8,796	0.00
Equity Multiplier	1,088,399	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	1,088,399.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	123,520.00
Title I Part A Parent Involvement	8,796.00
Title I Part A Site Allocation	751,325.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,021,504.00
2000-2999: Classified Personnel Salaries	151,907.00
3000-3999: Employee Benefits	208,136.00
4000-4999: Books And Supplies	254,539.00
5000-5999: Services And Other Operating Expenditures	180,112.00
5800: Professional/Consulting Services And Operating Expenditures	4,604.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Equity Multiplier	155,171.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	513,179.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	78,877.00
4000-4999: Books And Supplies	Equity Multiplier	178,060.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	163,112.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	69,097.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,352.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	43,571.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	7,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	8,796.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	508,325.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	204,784.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	24,112.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	9,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	4,604.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,207,779.00
Goal 2	86,000.00
Goal 3	682,194.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Gelika Harrison	Principal
James Hutton	Other School Staff
Kate Elliott	Classroom Teacher
Bonnie English	Classroom Teacher
Maya Chavez	Classroom Teacher
Jazmin Nuckolls	Parent or Community Member
Elizabeth Garcia	Parent or Community Member
Tiffany Camacho	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20th, 2024.

Attested:

on file	Principal, Gelika Harrison on May 20th, 2024
	SSC Chairperson, James Hutton on May 20th, 2024

Budget By Expenditures

Starr King School (K-8)

Funding Source: Equity Multiplier   **$1,088,399.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide updated technology, technology accessories and software applications to support academic achievement, intervention, data analysis and acceleration, including but not limited to interactive screens, Chromebooks, GoFormative, Edpuzzle, Dibles, ESGI	5000-5999: Services And Other Operating Expenditures	$55,026.00	Connected School Communities	
Provide training and materials for supplemental mathematic support (Mike Frichett)	4000-4999: Books And Supplies	$15,000.00	Connected School Communities	
Provide supplemental materials and resources to support the academic growth of English Language Learners including and not limited to EL Achieve.	4000-4999: Books And Supplies	$40,000.00	Connected School Communities	
Fund 1.0 Math Intervention/Coach	1000-1999: Certificated Personnel Salaries	$155,171.00	Connected School Communities	
Extend the time for ICT to support with family connection and goal setting with students around absenteeism. .2 FTE	2000-2999: Classified Personnel Salaries	$12,225.00	Healthy Environments for Bright Futures	
Prizes, recognition materials, signage, and outside programs to engage students.	4000-4999: Books And Supplies	$20,000.00	Healthy Environments for Bright Futures	
Flexible seating and other differentiated classroom materials to meet different learning modalities	4000-4999: Books And Supplies	$35,775.00	Healthy Environments for Bright Futures	
Snacks and other materials for students in need upon arrival/throughout the day	4000-4999: Books And Supplies	$10,000.00	Healthy Environments for Bright Futures	
		$155,171.00	Connected School Communities	
Provide funding for professional development, supplies, materials and resources to support Restorative Practices.	4000-4999: Books And Supplies	$57,285.00	Engaging Academic Programs	

Starr King School (K-8)

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for mentoring and support through community partnership including but not limited to Superior Sports, Project Optimism to provide structured activities during unstructured times such as recess.	5000-5999: Services And Other Operating Expenditures	$80,000.00	Engaging Academic Programs	
Fund .75 FTE School Community Intervention Specialist to support with social skills and PBIS in classrooms and common areas.	2000-2999: Classified Personnel Salaries	$66,652.00	Engaging Academic Programs	
Fund a 1.0 Behaviorist to support students and teachers with Tier 1 and Tier 2 behavior supports.	1000-1999: Certificated Personnel Salaries	$170,487.00	Engaging Academic Programs	
Fund a 1.0 FTE site resource teacher to support the implementation of PBIS Tier 1 classrooms supports	1000-1999: Certificated Personnel Salaries	$155,171.00	Engaging Academic Programs	
Provide funding for academic field trips at each grade level to enhance supplement academic standards including but not limited to science camp to expose students to real world learning.	5000-5999: Services And Other Operating Expenditures	$28,086.00	Connected School Communities	
Additional .2 FTE for TK-2 counseling support.	1000-1999: Certificated Personnel Salaries	$32,350.00	Engaging Academic Programs	

Equity Multiplier Total Expenditures: $1,088,399.00

Equity Multiplier Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academic Programs	

Starr King School (K-8)

LCFF Rec Aide Allocation Total Expenditures: $3,933.00

LCFF Rec Aide Allocation Allocation Balance: $0.00

Funding Source: LCFF Supplemental Site Allocation $123,520.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for materials, supplies, professional development and conference attendance to support academic clubs and electives including but not limited to science, engineering, AVID, coding, and technology.	4000-4999: Books And Supplies	$8,000.00	Connected School Communities	
Materials and supplies to support enriching after school programs and clubs (including but not limited to BSU and LGBTQ clubs)	4000-4999: Books And Supplies	$4,666.00	Clear Pathways to Bright Futures	
Provide funding for a college/career resource fair	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures	
Provide resources to promote drug and alcohol prevention. Purchase materials for Red Ribbon Week.	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures	
Provide enrichment opportunities in the areas of science, engineering, technology, art, (Coding) dance, music, etc - Hire outside agencies to extend and enrich the students' learning beyond the school day.		$7,000.00	Clear Pathways to Bright Futures	
	5000-5999: Services And Other Operating Expenditures	$3,000.00	Clear Pathways to Bright Futures	
Fund community partnerships to support inclusivity and connectedness which includes but is not limited to Project Optimism.	5000-5999: Services And Other Operating Expenditures	$7,500.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$3,352.00	Engaging Academic Programs	

Starr King School (K-8)

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional funding for rec aid time to increase school wide safety measures and a positive school climate. (1- .438 FTE - 3.5 hours) PC 38023	2000-2999: Classified Personnel Salaries	$7,955.00	Engaging Academic Programs	
Provide funding for campus monitors to increase school safety and school connectedness. 1-1.0 FTE PC TBA	2000-2999: Classified Personnel Salaries	$61,142.00	Engaging Academic Programs	
Fund staffing, supplies/materials, and student/family recognitions that foster regular attendance and decrease chronic absenteeism.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Bright Futures	
Fund family and community events including but not limited to science night and Winter Wonderland.	4000-4999: Books And Supplies	$5,000.00	Healthy Environments for Bright Futures	
Provide funding for professional development, supplies, materials and resources to support PBIS.	4000-4999: Books And Supplies	$27,571.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $140,186.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement   **$8,796.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for family engagement activities, events, and resources including but not limited to materials and supplies for family resource area housed at school or apartment complexes.	4000-4999: Books And Supplies	$8,796.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $8,796.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Starr King School (K-8)

Funding Source: Title I Part A Site Allocation   **$751,325.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$108,645.00	Connected School Communities	
	4000-4999: Books And Supplies	$6,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$4,500.00	Connected School Communities	
Provide training and support materials for GLAD including and not limited to color printer cartridges, markers, paper etc.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Provide staffing and support, including and not limited to guest teachers and materials, to allow collaboration around data through conversations to strengthen grade level and vertical alignment.	1000-1999: Certificated Personnel Salaries	$3,000.00	Connected School Communities	
Provide funding for after school tutoring in support of academic intervention and achievement.	1000-1999: Certificated Personnel Salaries	$1,000.00	Connected School Communities	
Provide professional development and training for staff to strengthen instruction in all academic areas through workshops, conferences and collaboration.	5800: Professional/Consulting Services And Operating Expenditures	$4,604.00	Connected School Communities	
Provide resources including but not limited to: curriculum, materials, books, manipulatives for instructional differentiation in all academic areas.	4000-4999: Books And Supplies	$9,000.00	Connected School Communities	
Purchase reading materials, as needed for classroom libraries and the school library in order to provide access to reading opportunities.	4000-4999: Books And Supplies	$4,112.00	Connected School Communities	
Provide 4.0 FTE Intervention teachers. PC 35206 PC 36677 PC 34412 PC 36140 PC TBD -EM	1000-1999: Certificated Personnel Salaries	$265,700.00	Connected School Communities	

Starr King School (K-8)

Fund .80 FTE Instructional Coach to support improved instructional practices resulting in improved student achievement. PC 34767	1000-1999: Certificated Personnel Salaries	$96,400.00	Connected School Communities
Provide funding for assemblies to support standards and enrich curriculum.	5000-5999: Services And Other Operating Expenditures	$5,000.00	Connected School Communities
Fund counselors for academic planning and intervention for targeted students. 1.5 FTE PC 36569 PC 32758 PC 29556	1000-1999: Certificated Personnel Salaries	$142,225.00	Connected School Communities
Provide assemblies to support standards and enrich curriculum and encourage interest in a variety of topics.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Clear Pathways to Bright Futures
Field trip funding and support, including science camp, to increase student's exposure to real world learning.	5000-5999: Services And Other Operating Expenditures	$20,000.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	$44,249.00	Connected School Communities
	3000-3999: Employee Benefits	$51,890.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: $775,325.00

Title I Part A Site Allocation Allocation Balance: $0.00

Starr King School (K-8) Total Expenditures: $2,016,639.00