School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Starr King TK-8 School	34-67447-6034920	May 27, 2025	June 24, 2025

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)

X Schoolwide Program

X 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).

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

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 formal 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	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

Student Enrollment
Enrollment By Grade Level

Student 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

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)			39	0.3%		5.77%

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
854	**84%**	**58.8%**	**0.4%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	502	58.8%
Foster Youth	3	0.4%
Homeless	26	3%
Socioeconomically Disadvantaged	717	84%
Students with Disabilities	63	7.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	82	9.6%
American Indian	0	0.0%
Asian	337	39.5%
Filipino	2	0.2%
Hispanic	126	14.8%
Two or More Races	40	4.7%
Pacific Islander	7	0.8%
White	260	30.4%

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	No Performance Color
106.4 points below standard	121.9 points below standard	75.5 points below standard
Declined 3.3 points	Increased 5.5 points	16 Students
463 Students	290 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Less than 11 Students	95.0 points below standard	111.2 points below standard
1 Student	Increased 20.8 points	Declined 3.0 points
	22 Students	407 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
122.4 points below standard	111.3 points below standard	0 Students
Increased 13.4 points	Declined 18.0 points	
50 Students	48 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
131.7 points below standard	Less than 11 Students	77.3 points below standard
Maintained 2.1 points	1 Student	Increased 7.2 points
182 Students		75 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
83.5 points below standard	Less than 11 Students	90.0 points below standard
Maintained 0.8 points	5 Students	Maintained 1.3 points
25 Students		127 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.

The data above shows several student groups that are red on the California Dashboard. These groups are African American Students, Asian students, Socioeconomically Disadvantaged students (SED) and White students for ELA. These student groups either decreased or maintained on the dashboard. African American and SED students all decrease with African American students having the largest decline of 18 points followed by SED students with an 3 point decline. White and Asian students maintained. While overall there was a 3.3 point decline other groups did have growth. Including English Language Learners, Student with Disabilities, Homeless, and Hispanic students all had increases.
In comparison, all students scored 106.4 points below standard which was a decrease of 3.3 points from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Some of the factors that may have contributed to these results are:
-58.8% of students at Starr King are English Language Learners (ELs). While they did have growth they still are learning English and are still developing their English skills, vocabulary, writing skills, phonics, etc. While they made growth they are still 121.9 points from standard. Many of our ELs fall under the group of Asian

- High Turnover of teachers and hiring of new teachers. While teachers are utilizing tools, resources, and trainings there is more learning needed around social emotional learning, classroom management, and planing to meet the diverse needs of our students.

-There is a lack of phonics, vocabulary, and other reading interventions to support all students.
-Needs to be increased focus on intervention and small group instruction
-Needs to be increased focus on integrated ELD supports and other scaffolds to help student access curiculum.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To help support the needs of our students and improve student outcomes we will need to:
* Additional resources to support small group instruction and differentiation
* Intervention teachers to support Universal Access
* Instructional coach to support professional development in ELA, PBIS, and Math
* Materials and professional development to support integrated ELD and materials and supplies to support ELA instruction.
-Supports and training to help new staff learn and grow to best support our students.
-Continued PLC work, data conversations, and time to use data to better drive instruction and interventions

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
6	1	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
138.2 points below standard	143.8 points below standard	156.4 points below standard
Declined 10.0 points	Declined 4.6 points	16 Students
488 Students	316 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	131.7 points below standard	142.2 points below standard
1 Student	Increased 40.8 points	Declined 11.5 points
	23 Students	431 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
186.9 points below standard	150.5 points below standard	0 Students
Declined 16.0 points	Declined 4.1 points	
50 Students	48 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
153.6 points below standard	Less than 11 Students	117.2 points below standard
Declined 8.2 points	1 Student	Increased 3.7 points
192 Students		74 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
163.3 points below standard	Less than 11 Students	121.0 points below standard
Declined 18.5 points	5 Students	Declined 17.3 points
25 Students		143 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 138.2 points below standard which was decrease 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, students with disabilities, White students, Asian students, English Language Learners, SED students, . Students with Disabilities scored 186.9 points below standard which was a decrease from the previous school year. African American students scored 150.5 points below standard which was a decrease from the previous year. Asian students scored 153.6 points below standard which was a decrease from the previous year, White students scored 121 points below standard which was decrease from the previous year. English Language Learners scored 143.8 points below standard and SED students scored 142.2 points below standard which were both decreases from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

* More focus on math standards and frame work
* High teacher turnover and many new teachers
-Classroom management and a need for more supports and trainings with SEL and PBIS
-More professional learning is needed to support diverse learning needs
-More need for coaching of teachers around data, math interventions, and etc.
* Curriculum is out of date and teachers need support with implementation of Tier 1 classroom instruction
* Lack of student foundational skills in math

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

After gaining input and looking at data the resources needed to help improve the outcomes for our lowest preforming groups are:
* 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
-More opportunities for tutoring (shared input from EL families)
-More opportunities for teachers to collaborate, plan, analyze data, and to help meet the needs of students
-Focus on teacher learning and development around data and PBIS implementation
-Increase access to technology and technology tools to support learning

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
55.2% making progress.	53.8% making progress.
Number Students: 366 Students	Number Students: 13 Students

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.

2024 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
7.1%	37.7%	0.5%	54.6%

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

Looking at our data we had the greatest growth in students progressing at least one ELPI level. 54.6% of students increase one ELPI level with 55.2% of students are making progress. This was a green indicator for us on the dashboard. Also 53.8% of our Long-Term English Learners are also making progress. We did have 7.1% of student decrease by one ELPI level and 37.7% maintained ELPI levels.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The data shows growth of our EL students. This may be contributed to ELD/UA times where students are learning English and how to read. Also the use of the EL Achieve curriculum may also have help EL students grow.
-There still needs to be a focus on more classroom supports and integrated ELD.
- More supports are needed for families as they may lack the supports to help at home.

-Vocabulary, phonics skills, reading, and writing are still areas of deficit

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

The data and input show that resources that are needed to support ELs and improve their outcomes are:
-Continued focus on ELD supports (EL Achieve, material and supplies, etc.)
-Looking at data and planning instruction off of data to continue EL growth
-Training and Coaching support of teachers and new teachers to help support EL students in classrooms
-ELD and UA model continuing

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
31.9% Chronically Absent	25.5% Chronically Absent	38.9% Chronically Absent
Declined 8.4	Declined 4.9	0
978 Students	619 Students	18 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	41.9% Chronically Absent	32.1% Chronically Absent
3 Students	Declined 29.5	Declined 7.4
	74 Students	871 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
46.5% Chronically Absent	42.9% Chronically Absent	0 Students
Declined 20.5	Declined 16.9	
86 Students	91 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
24% Chronically Absent	Fewer than 11 students - data not displayed for privacy	40% Chronically Absent
Declined 0.9	2 Students	Declined 16.6
400 Students		135 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
48.9% Chronically Absent	Fewer than 11 students - data not displayed for privacy	30.6% Chronically Absent
Declined 11.1	9 Students	Declined 8.2
47 Students		294 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.

No indicators are red on the Dashboard for any students groups in the area of Chronic Absenteeism. All groups had a decline in chronic absenteeism. with all students declining 8.4 points. Many groups had a significant decrease for the previous year with African American students, Students with Disabilities, Homeless students, Student of Two or More Races, and Hispanic students all having double digit declines. The overall chronic absenteeism rate is at 31.9%. There are some student groups that are at a higher rate including Two or More Races, African American students, Hispanic students, Students with Disabilities, and Homeless students.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While as a site we had growth in this area their are still factors that contribute to students absence rate.
* Lack of transportation
* High transiency rate of families and students
* Increase of student experiencing mental health and behavioral needs
* Families experiencing socioeconomic challenges

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Some resources that could help support improve attendance outcomes for students are:
-More opportunities for families to engage with the school

-Increase opportunities for families communication around school activities, absences, tardies, etc
-Increase enrichment opportunities for students including things like clubs, tutoring, field trips, etc.
-Materials and Supplies to support engagement and attendance

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.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	2	0	1	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	No Performance Color
8.2% suspended at least one day	5.8% suspended at least one day	20% suspended at least one day
Increased 1.5%	Increased 0.8%	Declined 5%
1058 Students	667 Students	20 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Red
Fewer than 11 students - data not displayed for privacy	6.7% suspended at least one day	7.4% suspended at least one day
3 Students	Declined 10.4%	Increased 0.4%
	75 Students	942 Students

Students with Disabilities	African American	American Indian
Green	Red	No Performance Color
2.3% suspended at least one day	14.4% suspended at least one day	0 Students
Declined 4.2%	Increased 0.4%	
87 Students	97 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Red
6.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy	8.5% suspended at least one day
Increased 2%	3 Students	Increased 3.8%
439 Students		142 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
14.3% suspended at least one day	9.1% suspended at least one day	7.9% suspended at least one day
Maintained 0.2%	Maintained 0%	Increased 1.1%
49 Students	11 Students	317 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.

8.2% of students were suspended at least one day last year. This is an 1.5% increase from the previous year. Student groups that are in the red dashboard indicator for suspension are Two or More Races (14.3%), White students (7.9%), Asian students (6.4%), African American students (14.4%), and SED students (7.4%). All these groups had a increase from the previous year minus students of Two or More Races who maintained from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

This year we have had a focus on safety and supports to help improve suspension rate but some area that are contributing to these results above are:
* Staff feels that they are not equipped to support students are coming to school with trauma
-Negative use of social media and phones
*More Tier 2 PBIS supports to help are neediest students
-Students needing support in handling conflict and conflict resolution
-Lack of social emotional curriculum being utilized
-Need increase focus on restorative practices and alternatives to suspension
* Lack of understanding of how behavior effects schooling
* Lack of staffing and new teacher that are learning how to best support behavioral needs (especially in middle school)

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Resources needed to support lowest performing groups and improve outcomes:
-PBIS supports including coaching and behavior support specialist
-use of curriculum
-continued PBIS training and supports for all stuff, but especially new teachers
-Increase focus on restorative practices, accountability projects, and alternative to suspension
-Increase focus on student participation and engagement in learning
-More work with families and the community supporting each other and education of the use of social media/phones
-Continued work on teaching students how to manage conflict and emotions

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: 2024-25

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:
* School-wide Universal Access for ELA Intervention
* Regular Assessment and progress monitoring used to group students for Universal Access
* Full-time Academic Coach to support with professional development for Universal Access and ELA
* Full-time Math Instructional Coach to support and provide improved instructional practices, professional development, planning, and modeling for all teachers
* Additional Intervention teachers to support small group UA model
* 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 strategies in most classrooms
* Access and opportunity for students to participate in AVID elective in middle school

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 and staff professional development in PLCs
* Support and modeling for Integrated ELD strategies
* Improve reading and writing instruction and rigor across grade levels
* Expansion of AVID elective in middle school

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

* Professional Development and staff to support teachers with Tier 1 math instruction, ELA, and PBIS
-Increase use of restorative practices and accountability projects for alternative to suspension
-Increase the use of PLCs to evaluate data, plan instruction, and provide professional development
-Increased focus on classroom academics in ELA and Math including focus on grade level standards, use of rigors curriculum, small group instruction, and supports for intervention

2025-26

Identified Need

Identified needs are as follows:
-Continued need for academic interventions
-more tools/supplies/materials for interventions

-continued need for counseling
-more training around math and ELA
-continued need for academic coaching to support new and veteran teachers.
-continued work on EL supports including EL Achieve, GLAD, etc

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	106.4 points below standard	+3 scale score points
	English Learners	121.9 points below standard	
	Foster Youth		
	Homeless	95.0 points below standard	
	Socioeconomically Disadvantaged	111.2 points below standard	
	Students with Disabilities	122.4 points below standard	
	African American	111.3 points below standard	
	American Indian		
	Asian	131.7 points below standard	
	Filipino		
	Hispanic	77.3 points below standard	
	Two or More Races	83.5 points below standard	
	Pacific Islander		
	White	90.0 points below standard	
Math State Assessment: Change in scale score	All Students	138.2 points below standard	+3 scale score points
	English Learners	143.8 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Foster Youth Homeless: 131.7 points below standard Socioeconomically Disadvantaged: 142.2 points below standard Students with Disabilities: 186.9 points below standard African American: 150.5 points below standard American Indian Asian: 153.6 points below standard Filipino Hispanic: 117.2 points below standard Two or More Races: 163.3 points below standard Pacific Islander White: 121.0 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	55.2%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.77%	+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 opportunities for staff to engage in professional learning. This includes but not limited to conferences, books studies, professional development, subs for release time, pay, etc in the areas of math and ELA.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	15,386 19,000	2025-26
1.2	Provide opportunities for teachers to plan academic supports, based off data, with coaches after school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	2025-26
1.3	Provide 1.8 FTE Intervention teachers. PC 35206 PC 36677 To help support students with ELA in our Universal Access Model.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, English Learners, Students with Disabilities, Two or more races, White, Asian	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	184,900 80,364	2025-2026

	This will have a total 3.8 intervention teachers with Equity Multiplier.		Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.4	Provide supplemental ELA supports included but not limited to technology, technology licenses, books, supplies, curriculum, etc.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, SED, WH	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	
1.5	Provide math training to support teacher understanding of teaching math to support the growth of students towards grade level standards. K-2 (Mike Frichett)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, Asian, SWD, white, SED, EL	Equity Multiplier		2025-2026
1.6	Provide training and support materials for GLAD including and not limited to color printer cartridges,	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Asian	Equity Multiplier		2025-26

	markers, paper etc.				
1.7	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	Equity Multiplier		2025-2026
1.8	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 Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	10,000 5,000	2025-2026
1.9	Provide supplemental materials and resources to support the academic growth	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	40,000	2025-2026

	of English Language Learners including and not limited to EL Achieve.		4000-4999: Books And Supplies		
1.10	Fund 1.0 FTE Instructional Coach to support improved instructional practices resulting in improved student achievement with a focus in mathematics. PC 34767	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, SED, SWD, WH	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	98,000 26,063	2025-2026
1.11	Provide Supplemental Math supports including but not limited to technology licenses, technology, manipulatives, supplemental curriculum, assessments, etc.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, SED, SWD, WH	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	2025-26
1.12	Fund counselors for academic planning and	X All Students English Learners Low-Income Students	Title I Part A Site Allocation	116,525 47,463	2025-26

	intervention for targeted students. 1.1 FTE PC 32758 PC 29556 Total of 1.6 including Equity Multiplier	Foster Youth Lowest Performing	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits			
1.13	Fund 1.0 Intervention/Coach	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, Asian, SED, WH	Equity Multiplier 1000-1999: Certificated Personnel Salaries			2025-2026

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: 2024-25

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
-More opportunities for

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

* Continued work, training, materials, supplies to support PBIS to build positive culture
-Focus on Tier 1 SEL curriculum (Everyday Speech)
-Increase opportunities for tutoring, enrichment, etc to support student excitement about school
* Attendance Academy
* Increase communication with families around attendance and tardies

2025-26

Identified Need

* Recognition
* Prizes
* Staff
-Communication to families around attendance and tardies (teacher, office, etc using talking points)
-Opportunities for tutoring, enrichment actives, clubs

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	31.9% Chronically Absent	-0.5%
	English Learners	25.5% Chronically Absent	
	Foster Youth		
	Homeless	41.9% Chronically Absent	
	Socioeconomically Disadvantaged	32.1% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Students with Disabilities: 46.5% Chronically Absent African American: 42.9% Chronically Absent American Indian: Asian: 24% Chronically Absent Filipino: Hispanic: 40% Chronically Absent Two or More Races: 48.9% Chronically Absent Pacific Islander: White: 30.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.8%	+1.5%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0%	0%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities	.

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Fund staffing, supplies/materials, and student/family recognitions that foster regular attendance and decrease chronic absenteeism.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	2025-2026
2.2	Fund family and community events including but not limited to science night, after school clubs, assemblies, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier		
2.3	Fund assemblies to engage	X All Students English Learners	LCFF Supplemental	9,699	2025-26

	students in school academics, social emotional learning, etc.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures			
2.4	Provide clubs, outside programs, tutoring, BTC, etc to engage students to help increase student engagement to low suspension rate and increase academic success	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier			2025-2026
2.5		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: 2024-25

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
* District Survey
* Parent Input
* Informal staff feedback at staff meetings
* School Site Council feedback
* Site COST referral
* SWIS data from PBIS
-Data on Unified Insights - twice a month

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

Successful Practices:
* School Community Specialist
* School Behaviorist
* PBIS Tier 1 practices
* Partnerships with community partners such as Project Optimism and Superior Sports
* Calm-down spaces
* Restorative conferences and use of accountability projects
* 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

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

2025-26

Identified Need

-PBIS Coordinator/Coach
* Behaviorist
* Increase professional development around Restorative Practices and use of accountability projects to support alternatives to suspension

-Counselor for additional support for K-2 students
-Data monitoring, data conversations, and planing to help support the implementation of PBIS and help reduce incidents of behavior
-Use of Tier 1 social emotional curriculum (Everyday Speech)

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	8.2% suspended at least one day	-0.3%
	English Learners	5.8% suspended at least one day	
	Foster Youth		
	Homeless	6.7% suspended at least one day	
	Socioeconomically Disadvantaged	7.4% suspended at least one day	
	Students with Disabilities	2.3% suspended at least one day	
	African American	14.4% suspended at least one day	
	American Indian		
	Asian	6.4% suspended at least one day	
	Filipino		
	Hispanic	8.5% suspended at least one day	
	Two or More Races	14.3% suspended at least one day	
	Pacific Islander	9.1% suspended at least one day	
	White	7.9% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly	52.4%		+0.5

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
agree" in Sense of Belonging on the district climate survey		
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55.7%	+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).	6%	+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	7,870	2025-2026
3.2	Provide funding for professional development, supplies, materials and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier		2025-2026

	resources to support PBIS implementation.				
3.3	Provide additional funding for rec aid time to increase school wide safety measures and a positive school climate to help reduce suspension rate. (1- .2813 PC: TBD	All Students English Learners Low-Income Students Foster Youth X Lowest Performing TOM, AA, Asian, His, WH	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	8,266 1,210 4,130	2025-2026
3.4	Provide funding for campus monitors to increase school safety and school connectedness. 1-1.0 FTE PC 39392	All Students English Learners Low-Income Students Foster Youth X Lowest Performing TOM, AA, Asian, His, WH	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	33,354 34,711	2025-2026

			3000-3999: Employee Benefits		
3.5	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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing TOM, AA, Asian, His, WH	Other		2025-2026
3.6	Fund a 1.0 Behaviorist to support students and teachers with Tier 1 and Tier 2 behavior supports.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing TOM, AA, Asian, His, WH	Equity Multiplier		2025-2026
3.7	Fund a 1.0 FTE site resource teacher to support the implementation of PBIS Tier 1 classrooms supports especially supporting new teacher and staff	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier		2025-2026

3.8	Use of Tier 1 Social Emotional curriculum to support the learning of social students to address student behaviors and teach appropriate behaviors.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026
3.9	Provide support with the academic needs of students and support social emotional needs. .6 Counselor	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier		2025-2026

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$789,941.00

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 ($)
LCFF Rec Aide Allocation	$4,130.00
LCFF Supplemental Site Allocation	$130,240.00
Title I Part A Parent Involvement	$7,870.00
Title I Part A Site Allocation	$647,701.00

Subtotal of state or local funds included for this school: $789,941.00

Total of federal, state, and/or local funds for this school: $789,941.00

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	130,240	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	647,701	0.00
Title I Part A Parent Involvement	7,870	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	130,240.00
Title I Part A Parent Involvement	7,870.00
Title I Part A Site Allocation	647,701.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	433,425.00
2000-2999: Classified Personnel Salaries	50,750.00
3000-3999: Employee Benefits	189,811.00
4000-4999: Books And Supplies	106,256.00
5000-5999: Services And Other Operating Expenditures	9,699.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	41,620.00

3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	35,921.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	43,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	9,699.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,870.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	433,425.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	5,000.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	153,890.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	55,386.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	687,701.00
Goal 2	12,699.00
Goal 3	89,541.00

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

0 Secondary Students

Name of Members	Role
James Reinhard	Principal
James Hutton	Other School Staff
Kate Elliott	Classroom Teacher
Karel Prochazka	Classroom Teacher
Maya Chavez	Classroom Teacher
Matthew Simon	Parent or Community Member
Emily Eshraghi	Parent or Community Member
Kimberly Phelps	Parent or Community Member
Brenda Lopez	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
	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 27th, 2025.

Attested:

	Principal, James Reinhard on May 27th, 2025
	SSC Chairperson, James Hutton on May 27th, 2025

Budget By Expenditures

Starr King School (K-8)

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$4,130.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation **$130,240.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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 assemblies to engage students in school academics, social emotional learning, etc.	5000-5999: Services And Other Operating Expenditures	$9,699.00	Healthy Environments for Bright Futures	
Provide additional funding for rec aid time to increase school wide safety measures and a positive school climate to help reduce suspension rate. (1- .2813 PC: TBD	2000-2999: Classified Personnel Salaries	$8,266.00	Engaging Academic Programs	
Provide funding for campus monitors to increase school safety and school connectedness. 1-1.0 FTE PC 39392	2000-2999: Classified Personnel Salaries	$33,354.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$1,210.00	Engaging Academic Programs	

Starr King School (K-8)

	3000-3999: Employee Benefits	$34,711.00	Engaging Academic Programs
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
Materials and supplies to support enriching after school programs and clubs (including but not limited to BSU and LGBTQ clubs)	4000-4999: Books And Supplies	$4,666.00	Clear Pathways to Bright Futures
Provide funding for a college/career resource fair	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures
Provide resources to promote drug and alcohol prevention. Purchase materials for Red Ribbon Week.	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures
Provide enrichment opportunities in the areas of science, engineering, technology, art, (Coding) dance, music, etc - Hire outside agencies to extend and enrich the students' learning beyond the school day.		$7,000.00	Clear Pathways to Bright Futures
	5000-5999: Services And Other Operating Expenditures	$3,000.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures:	$146,906.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$7,870.00 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	$7,870.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$7,870.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$647,701.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
	1000-1999: Certificated Personnel Salaries	$19,000.00	Connected School Communities	
	3000-3999: Employee Benefits	$80,364.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	$5,000.00	Connected School Communities	
Provide opportunities for staff to engage in professional learning. This includes but not limited to conferences, books studies, professional development, subs for release time, pay, etc in the areas of math and ELA.	4000-4999: Books And Supplies	$15,386.00	Connected School Communities	
Provide opportunities for teachers to plan academic supports, based off data, with coaches after school.	1000-1999: Certificated Personnel Salaries	$5,000.00	Connected School Communities	
Provide 1.8 FTE Intervention teachers. PC 35206 PC 36677 To help support students with ELA in our Universal Access Model. This will have a total 3.8 intervention teachers with Equity Multiplier.	1000-1999: Certificated Personnel Salaries	$184,900.00	Connected School Communities	

Starr King School (K-8)

Provide supplemental ELA supports included but not limited to technology, technology licenses, books, supplies, curriculum, etc.	4000-4999: Books And Supplies	$20,000.00	Connected School Communities
Provide funding for after school tutoring in support of academic intervention and achievement.	1000-1999: Certificated Personnel Salaries	$10,000.00	Connected School Communities
Fund 1.0 FTE Instructional Coach to support improved instructional practices resulting in improved student achievement with a focus in mathematics. PC 34767	1000-1999: Certificated Personnel Salaries	$98,000.00	Connected School Communities
Provide Supplemental Math supports including but not limited to technology licenses, technology, manipulatives, supplemental curriculum, assessments, etc.	4000-4999: Books And Supplies	$20,000.00	Connected School Communities
Fund counselors for academic planning and intervention for targeted students. 1.1 FTE PC 32758 PC 29556 Total of 1.6 including Equity Multiplier	1000-1999: Certificated Personnel Salaries	$116,525.00	Connected School Communities
	3000-3999: Employee Benefits	$26,063.00	Connected School Communities
	3000-3999: Employee Benefits	$47,463.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$671,701.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Starr King School (K-8) Total Expenditures:	$830,607.00