School Year: **2026-27**

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 29, 2026	June 23, 2026

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:
- Two or more races - Chronic Absenteeism

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 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**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
African American	9.60%	7.68%	6.12%	82	68	53
Asian	39.46%	45.99%	51.39%	337	407	445
Filipino	0.23%	0.23%	%	2	2	
Hispanic/Latino	14.75%	13.11%	11.78%	126	116	102
Pacific Islander	0.82%	1.13%	0.81%	7	10	7
White	30.44%	26.21%	24.94%	260	232	216
Multiple/No Response	4.68%	5.65%	4.97%	40	50	43
			Total Enrollment	854	885	866

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		18	24
Kindergarten	96		77
Grade 1	105		96
Grade 2	78		108
Grade3	79		121
Grade 4	98		85
Grade 5	96		108
Grade 6	86		76
Grade 7	98		80
Grade 8	99		91
Total Enrollment	854		866

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	502	542	562	57.3%	58.7%	64.9%
Fluent English Proficient (FEP)	50	75	66	4.2%	5.9%	7.6%
Reclassified Fluent English Proficient (RFEP)	39				5.77%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
885	**86.6%**	**61.2%**	**0.1%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	542	61.2%
Foster Youth	1	0.1%
Homeless	67	7.6%
Socioeconomically Disadvantaged	766	86.6%
Students with Disabilities	77	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	68	7.7%
American Indian	0	0.0%
Asian	407	46%
Filipino	2	0.2%
Hispanic	116	13.1%
Two or More Races	50	5.6%
Pacific Islander	10	1.1%
White	232	26.2%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 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 Orange		

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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	1	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
98.3 points below standard	111.7 points below standard	87 points below standard
Increased 8.1 points	Increased 10.1 points	Declined 11.5 points
479 Students	326 Students	15 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	112.5 points below standard	104.3 points below standard
	Declined 17.5 points	Increased 6.8 points
0 Students	46 Students	436 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
118.8 points below standard	86.3 points below standard	0 Students
Increased 3.6 points	Increased 25 points	
48 Students	37 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
118.4 points below standard	Fewer than 11 students - No Data for Privacy	64.6 points below standard
Increased 13.3 points	1 Student	Increased 12.6 points
218 Students		66 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
79.2 points below standard	Fewer than 11 students - No Data for Privacy	87.5 points below standard
Increased 4.3 points	6 Students	Maintained 2.5 points
29 Students		122 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 only white students where in the red. Most student groups on the dashboard showed growth this year. With EL students and Hispanic students making 10.1 and 12.6 points worth of growth. White students were red due to 2.5 points of growth which is maintaining scores. This data is improvement from last years data. Last year African American students and SED students had large declines. This year SED students 6.8 points and African American students increased by 25 points.

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:
-61.2% 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 111.7 points from standard. Many of our ELs fall under the group of Asian which also grow 13.3 points. Our white students are the only group that was red this year while they maintained wth 2.5 points of growth. Some factors that may play a role in this are:
-Newer 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 background for many of our students. More interventions to support all students are always needed. UA and trainings have helped improve scores along with PLC work. Still more room for growth in this area.
-Needs to be increased focus on intervention and small group instruction especially in Tier I instruction.
-Needs to be increased focus on integrated ELD supports and other scaffolds to help student access curriculum.

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 newer 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 2025 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	2	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	No Performance Color
137.4 points below standard	139 points below standard	151.7 points below standard
Maintained 0.8 points	Increased 4.8 points	Increased 4.7 points
515 Students	365 Students	15 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	158.4 points below standard	140.3 points below standard
	Declined 26.7 points	Maintained 1.9 points
0 Students	45 Students	470 Students

Students with Disabilities	African American	American Indian
Red 202.2 points below standard Declined 15.3 points 48 Students	Red 162.6 points below standard Declined 12.1 points 38 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Orange 144.4 points below standard Increased 9.2 points 246 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Red 116.1 points below standard Maintained 1 points 65 Students

Two or More Races	Pacific Islander	White
No Performance Color 148.8 points below standard Increased 14.5 points 28 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Red 122.2 points below standard Maintained -1.1 points 130 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.

Math is an area of focus for Starr King. While there was some growth many of the groups declined or maintained. There are 5 student groups in the red. While two of our largest student groups showed some growth, EL's 4.8 and Asian students 9.2 points, other group maintained or decreased. SED, SWD, Hispanic Students, African American Students, and White students all were in the red. This coming years scores should show improvement as 25-26 school year we focused on assessment/data, provided more trainings in BTC, focus on missing math foundational skills, etc. This work still needs to continue as we all students are134.7 points from standard.

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
* Less turnover of teacher but still 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
-Curriculum holes for students that are multiple years below grade level.
-Continued focus on math standards and assessments are need to best drive instruction.

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:
* Instructional 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
-Training on new math curriculum (new adoption in San Juan this year)

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
35.6 science points	32.6 science points	Fewer than 11 students - No Data for Privacy
Increased 3.4 points	Increased 2.2 points	4 Students
181 Students	117 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	34.2 science points	33.9 science points
0 Students	17 Students	Increased 2.6 points
		162 Students

Students with Disabilities

No Performance Color

32.7 science points

Increased 6.3 points

18 Students

African American

No Performance Color

33.2 science points

Maintained -0.8 points

18 Students

American Indian

No Performance Color

0 Students

Asian

Orange

33.2 science points

Increased 5.5 points

83 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

No Performance Color

45.3 science points

Increased 5.5 points

23 Students

Two or More Races

No Performance Color

39.4 science points

12 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Red

34.9 science points

Maintained 1.2 points

43 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.

Overall students in science are closest to standard. All students 35.6 points from standards which is an area of strength for Starr King. Only one student group is in red for science which is white students as they increased 1.2 points which is maintaining.

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

Many of are students are receiving more science instruction in grade levels including Middle School. We have been supporting science instruction with additional programs. There needs to be a continued focus on science paired with writing. This can be done by interrogating science more in other subject areas.

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

-Continued supplemental science supports
-Continued PLC work and collaboration with ELA, math, and science
-Continued use of GLAD strategies to teach vocabulary, science topics, and etc.
-Continued intervention supports in ELA to help support reading and writing which should also support growth in Science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
45.8 making progress.	68.8 making progress.
Number Students: 397 Students	Number Students: 16 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.

2025 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
10.1%	44.1%	0%	45.8%

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. This was a was an orange indicator for us on the dashboard with 45.8% of students making progress. Also 68.8% of our Long-Term English Learners are also making progress. For overall progress this is down from 55.2% making progress from last year. For Long-Term English Learner Progress 68.8 are making growth which is up from last year where 53.8% made growth. 44.1% maintained ELPI level and 10.1% decreased one level.

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 along with foundational skills in reading
-Continued focus on GLAD supports

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 newer teachers to help support EL students in classrooms
-ELD and UA model continuing

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
28.8% Chronically Absent	20.8% Chronically Absent	44.4% Chronically Absent
Declined 3.1	Declined 4.7	Increased 5.6
975 Students	624 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	43.6% Chronically Absent	28.5% Chronically Absent
	Increased 1.7	Declined 3.6
2 Students	78 Students	894 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
50.5% Chronically Absent	48.6% Chronically Absent	0 Students
Increased 4	Increased 5.7	
103 Students	70 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Red
18% Chronically Absent	Fewer than 11 students - No Data for Privacy	45.5% Chronically Absent
Declined 6	2 Students	Increased 5.5
471 Students		121 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Orange
51.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	28.5% Chronically Absent
Increased 3	10 Students	Declined 2.1
52 Students		249 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.

There are five red dashboard indicators when it comes to Chronic Absenteeism. The students groups include African American students 48.6%, Hispanic Students 45.5%, Tow or more Races 51.9%, and Homeless Students at 43.6%. While these groups are in the red we did improve overall with our rate decreasing 3.1 to 28.8%. This last year have had increase focus on absents with use of social worker, rewards, announcements for winning classes every Friday, and additional class home. This rate should improve over time, but there needs to be more of a focus on students who are struggling the most.

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

While this was an improvement in our rate from a year ago there are still factors that contribute to the results above. Parents shared that the extra curricular like sports and clubs has helped getting their kids to school. There is still issues with families experiencing transportation issues, high transiency rate of families and students (this also improved this year), still a need for mental health and behavioral supports, and barriers due to 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
-Continue with recognization and rewards for attendance
-Continue focus on working with families to remove barriers when attendance is becoming a problem. (attendance team and social worker)

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	6	2	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
3.4% suspended at least one day	3.3% suspended at least one day	0% suspended at least one day
Declined 4.9%	Declined 2.6%	Declined 20%
1044 Students	669 Students	19 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Yellow
Fewer than 11 students - No Data for Privacy	2.5% suspended at least one day	3.5% suspended at least one day
	Declined 4.2%	Declined 4%
2 Students	81 Students	951 Students

Students with Disabilities

Orange

4.7% suspended at least one day

Increased 2.4%

106 Students

African American

Green

2.7% suspended at least one day

Declined 11.7%

73 Students

American Indian

No Performance Color

0 Students

Asian

Yellow

3.6% suspended at least one day

Declined 2.8%

501 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Hispanic

Yellow

3.1% suspended at least one day

Declined 5.4%

131 Students

Two or More Races

Yellow

3.6% suspended at least one day

Declined 10.6%

55 Students

Pacific Islander

No Performance Color

0% suspended at least one day

Declined 9.1%

11 Students

White

Yellow

3.3% suspended at least one day

Declined 4.6%

271 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.

This is an area that we had a significant progress in. We had no areas in red on the dashboard with African American students improving the most with a decline in suspension rate by 11.7%. Overall the suspension rate decreased 4.9% percent. Students with Disabilities is the only group that increase by 2.4% with an 4.7% suspension rate. This is more than are overall rate of 3.4%

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

Many things were implemented last year to help decrease the suspension rate and help support classroom instruction. This included different supports that were add to help address student behavior and systems.
-More cell phone restrictions during school hours
-Tier I PBIS coaching and focus teaching, reinforcing, and rewarding positive behavior through PBIS I team
-Data conversations and reflections on behavior data
-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
-More focus on weekly lesson using skill streaming and social emotional curriculum.
-Continued work on PBIS Tier II team to support students who many need more support.

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: 2025-26

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 (new curriculum adoption Tk-8th)
* 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 (dive more deeply into assessments, DOK, and rigor)
-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 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	98.3 points below standard	+3 scale score points
	English Learners	111.7 points below standard	
	Foster Youth		
	Homeless	112.5 points below standard	
	Socioeconomically Disadvantaged	104.3 points below standard	
	Students with Disabilities	118.8 points below standard	
	African American	86.3 points below standard	
	American Indian		
	Asian	118.4 points below standard	
	Filipino		
	Hispanic	64.6 points below standard	
	Two or More Races	79.2 points below standard	
	Pacific Islander		
	White	87.5 points below standard	
Math State Assessment: Change in scale score	All Students	137.4 points below standard	+3 scale score points
	English Learners	139 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Homeless: 158.4 points below standard Socioeconomically Disadvantaged: 140.3 points below standard Students with Disabilities: 202.2 points below standard African American: 162.6 points below standard American Indian: Asian: 144.4 points below standard Filipino: Hispanic: 116.1 points below standard Two or More Races: 148.8 points below standard Pacific Islander: White: 122.2 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	45.8	+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 participate in PD and book studies to help support ELA and Math instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2,350	
1.2	Provide opportunities for teachers to plan academic supports, based off data, with coaches after school. 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 X English Learners X Low-Income Students X Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries		School Year 2026-2027
1.3	Provide .8 FTE Intervention teachers.	All Students English Learners X Low-Income Students	Title I Part A Site Allocation	106,224 41,717	School Year 2026-2027

		PC 35206 This will help support students with ELA in our Universal Access Model. This would bring number to 3 intervention teachers.	Foster Youth X Lowest Performing African American, English Learners, Students with Disabilities, Two or more races, White, Asian	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.4		Provide supplemental ELA and Math supports included but not limited to technology, technology licenses, books, supplies, curriculum, math manipulatives, etc.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, SED, WH	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	School Year 2026-2027
1.5		Provide math training to support teacher understanding of teaching math to support the growth of students towards grade level standards 3-5th. (Mike Fitchett)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, Asian, SWD, white, SED, EL	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation	6,000 11,883	School Year 2026-2027

			1000-1999: Certificated Personnel Salaries		
1.6	Provide training and support materials for GLAD including and not limited to color printer cartridges, markers, paper, trainings, etc.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Asian, WH	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2026-2027
1.7	Provide funding for after school tutoring in support of academic intervention and achievement.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, SED, SWD, WH	Equity Multiplier 1000-1999: Certificated Personnel Salaries		School Year 2026-2027
1.8	Provide supplemental materials and resources to support the academic growth of English Language Learners including and not	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	School Year 2026-2027

	limited to EL Achieve and other classroom supports.				
1.9	Fund 1.0 FTE Instructional Coach to support improved instructional practices resulting in improved student achievement. 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	132,780 52,147	School Year 2026-2027
1.10	1.0 School Community Refugee Specialist to support EL student and their families with access to educations, academic supports, communication, connecting families with resources, etc. 36676 .8 Title I 36676 .2 LCFF	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	91,040 22,760	School Year 2026-2027

1.11	Fund counselors for academic planning and intervention for targeted students. 1.1 FTE PC 32758 PC 29556 Total of 1.7 including Equity Multiplier	X All Students English Learners X 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	148,258 57,911	School Year 2026-2027

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: 2025-26

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 2025-26		Expected Outcome 2026-27
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	28.8% Chronically Absent	-0.5%
	English Learners	20.8% Chronically Absent	
	Foster Youth		
	Homeless	43.6% Chronically Absent	
	Socioeconomically Disadvantaged	28.5% Chronically Absent	
	Students with Disabilities	50.5% Chronically Absent	
	African American	48.6% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	American Indian Asian 18% Chronically Absent Filipino Hispanic 45.5% Chronically Absent Two or More Races 51.9% Chronically Absent Pacific Islander White 28.5% 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 African American American Indian Asian	.

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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 English Learners Low-Income Students Foster Youth X Lowest Performing Homeless, SWD, AA, Hispanic, Two or More Races	Equity Multiplier		School Year 2026-2027
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		School Year 2026-2027
2.3	Continued use of Attendance Academy, calls home, and help finding resources to address Chronic	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Homeless, SWD, AA, Hispanic, Two or More Races	Other		School Year 2026-2027

		Absenteeism. Social worker and counseling				
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		School Year 2026-2027
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: 2025-26

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 2025-26		Expected Outcome 2026-27
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	3.4% suspended at least one day	-0.3%
	English Learners	3.3% suspended at least one day	
	Foster Youth		
	Homeless	2.5% suspended at least one day	
	Socioeconomically Disadvantaged	3.5% suspended at least one day	
	Students with Disabilities	4.7% suspended at least one day	
	African American	2.7% suspended at least one day	
	American Indian		
	Asian	3.6% suspended at least one day	
	Filipino		
	Hispanic	3.1% suspended at least one day	
	Two or More Races	3.6% suspended at least one day	
	Pacific Islander	0% suspended at least one day	
	White	3.3% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	52.4%		+0.5
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55.7%		+0.5

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	7,634	School Year 2026-2027
3.2	Provide funding for professional development, supplies, materials and resources to support PBIS implementation.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier		School Year 2026-2027
3.3	Provide additional funding for rec aid	All Students English Learners	LCFF Supplemental	8,878	School Year 2026-2027

	time to increase school wide safety measures and a positive school climate to help reduce suspension rate. (1- .2813 PC: 40332	Low-Income Students Foster Youth X Lowest Performing TOM, AA, Asian, His, WH	Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	1,282 4,130	
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 3000-3999: Employee Benefits	35,860 33,790	School Year 2026-2027

3.5		Provide funding for mentoring and support through community partnership including but not limited to things like 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		Equity Multiplier			School Year 2026-2027
3.6		Use of Tier 1 Social Emotional curriculum to support the learning of social students to address student behaviors and teach appropriate behaviors. Skill streaming and Everyday Speech.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing					School Year 2026-2027
3.7		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			School Year 2026-2027

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)	

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	129,920	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	647,960	0.00
Title I Part A Parent Involvement	7,634	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	129,920.00
Title I Part A Parent Involvement	7,634.00
Title I Part A Site Allocation	647,960.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	399,145.00
2000-2999: Classified Personnel Salaries	162,668.00
3000-3999: Employee Benefits	186,847.00
4000-4999: Books And Supplies	32,634.00
5000-5999: Services And Other Operating Expenditures	2,350.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

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	67,498.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	35,072.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	25,000.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,350.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,634.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	399,145.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	91,040.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	151,775.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	698,070.00
Goal 3	91,574.00

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
Emily Andrews	Classroom Teacher
Karel Prochazka	Classroom Teacher
Maya Chavez	Classroom Teacher
Atiqullah Suroush	Parent or Community Member
Emily Eshraghi	Parent or Community Member
Kimberly Phelps	Parent or Community Member
Laura Murphy	Parent or Community Member
Ahmad Shafiq	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 05/19/2026.

Attested:

[illegible signature]	Principal, James Reinhard on 05/29/2026
[illegible signature]	SSC Chairperson, Maya Chavez on 05/29/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

  1. Ensure that those students' difficulties are identified on a timely basis; and
  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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 **$129,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$22,760.00	Connected School Communities	
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: 40332	2000-2999: Classified Personnel Salaries	$8,878.00	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	$35,860.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$1,282.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$33,790.00	Engaging Academic Programs	
Provide opportunities for staff to participate in PD and book studies to help support ELA and Math instruction.	5000-5999: Services And Other Operating Expenditures	$2,350.00	Connected School Communities	

Starr King School (K-8)

Provide supplemental ELA and Math supports included but not limited to technology, technology licenses, books, supplies, curriculum, math manipulatives, etc.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities
Provide training and support materials for GLAD including and not limited to color printer cartridges, markers, paper, trainings, etc.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Provide supplemental materials and resources to support the academic growth of English Language Learners including and not limited to EL Achieve and other classroom supports.	4000-4999: Books And Supplies	$10,000.00	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:	$146,586.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Starr King School (K-8)

Funding Source: Title I Part A Parent Involvement **$7,634.00 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	$7,634.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $7,634.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation **$647,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$57,911.00	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	
Fund 1.0 FTE Instructional Coach to support improved instructional practices resulting in improved student achievement. PC 34767	1000-1999: Certificated Personnel Salaries	$132,780.00	Connected School Communities	
1.0 School Community Refugee Specialist to support EL student and their families with access to educations, academic supports, communication, connecting families with resources, etc. 36676 .8 Title I 36676 .2 LCFF	2000-2999: Classified Personnel Salaries	$91,040.00	Connected School Communities	

Starr King School (K-8)

Fund counselors for academic planning and intervention for targeted students. 1.1 FTE PC 32758 PC 29556 Total of 1.7 including Equity Multiplier	1000-1999: Certificated Personnel Salaries	$148,258.00	Connected School Communities
	3000-3999: Employee Benefits	$52,147.00	Connected School Communities
	3000-3999: Employee Benefits	$41,717.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$11,883.00	Connected School Communities
Provide math training to support teacher understanding of teaching math to support the growth of students towards grade level standards 3-5th. (Mike Fitchett)	5800: Professional/Consulting Services And Operating Expenditures	$6,000.00	Connected School Communities
Provide .8 FTE Intervention teachers. PC 35206 This will help support students with ELA in our Universal Access Model. This would bring number to 3 intervention teachers.	1000-1999: Certificated Personnel Salaries	$106,224.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$671,960.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Starr King School (K-8) Total Expenditures:	$830,310.00