School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Kings Beach Elementary
Address	8125 Steelhead Kings Beach CA 96143
County-District-School (CDS) Code	Placer- TTUSD
Principal	Jennifer Dewald
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	November 1, 2023
Schoolsite Council (SSC) Approval Date	October 20, 2023
Local Board Approval Date	November 16, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Kings Beach Elementary School: La Mejor Escuela...Inspiring Global Citizens
Every day we will...
Support the social-emotional growth of our students by fostering grit, perseverance, compassion,
and a growth mindset.
Build strong intentional relationships with students, families, staff, and the community.
Create global citizens by building socio-cultural competence.
Support high academic achievement through bilingualism and biliteracy.

School Profile

Kings Beach Elementary is a TK through grade five Two Way Spanish Immersion school with an enrollment of 382 students as of October 2023. Our school community consists of 56% Hispanic/Latino students, 40% socio-economically disadvantaged students, and 40% English Learner students. The Special Education population is 9.5% of the student body. As a Two Way Spanish Immersion school, Kings Beach Elementary is a program of choice in the school district. Due to the Two Way Spanish Immersion program, Kings Beach draws a large number of families from around the school district as well as families that live in the Kings Beach area.

The Kings Beach certificated staff has 18 grade-level classroom teachers, 3 Specialty teachers (science, music, and physical education), 2.0 Counselors, 1 ELD teacher, 1 Reading Intervention teacher, 2 Resource Specialist teachers (one is full time, one is .5), 1 principal, 1 Assistant Principal , 1 Speech Therapist (shared with another site), and 1 psychologist (.6). The Kings Beach classified staff consists of 1 office manager/secretary, 2 campus monitors, 1 librarian, 3 custodians, 3 food service workers, 2 TK instructional aides, 3 Special Education instructional aides, 2 Reading Intervention Instructional Aides (1.6), and 2 part-time yard supervisors. Every classroom has one-to-one Chromebooks and projection TVs.

Educational Partner Involvement

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

Kings Beach Elementary involves many stakeholders in the planning of the SPSA and the Annual Review. School staff members, School Site Council members, and School ELAC members are all consulted and given an avenue to provide feedback and assist in the writing of the SPSA. School staff members identified goals and strategies in draft form in June of 2023. Next, school staff revisited the draft in August of 2023 and provided final input on our goals and strategies. Next, the School Site Council and ELAC were provided an overview of the plan in a transparent and factual manner. Questions, concerns, and ideas from each meeting were captured on a draft doc for our SPSA. Questions were answered during meetings, via email, or in person. Our School Site Council met September 29, 2023 and October 20, 2023 to finalize and approve the plan. SSC feedback included support for all four goals; support was expressed for continued investment in our second counselor in order to address Goal #3 and #4. ELAC met on October 19, 2023 to review the plan and have an opportunity to provide feedback and to ask questions. ELAC feedback included questions about the Math Pilot, its length of time, and how to support parents with helping their children at home with math homework, etc. Concern was expressed for how differently our ELAC parents were taught math in comparison to our current pilot. Both our SSC and our ELAC were pleased with our CAASPP scores from 2022-2023.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0.26%		0	1
Asian	0.6%	0.53%	0.77%	2	2	3
Filipino	%	%	0%		0	0
Hispanic/Latino	56.3%	56.23%	53.85%	188	212	210
Pacific Islander	%	%	0%		0	0
White	38.6%	38.20%	40.51%	129	144	158
Multiple/No Response	3.6%	3.71%	4.1%	12	14	16
			Total Enrollment	334	377	390

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	85	99	99
Grade 1	61	47	59
Grade 2	76	59	48
Grade3	72	70	57
Grade 4	40	64	64
Grade 5		38	63
Total Enrollment	334	377	390

Conclusions based on this data:

1. KBE's overall enrollment increased in 22-23 with the return of fifth graders from NTS. KBE's enrollment increased from 334 to 377 with the return of the fifth grade.

2. The percentage of students who are Hispanic/Latino over the past three years has decreased from 56% to 53% which aligns more with our TWI program and language parity.

3. The percentage of White students has increased over the past three years from 38% to 40% which aligns with our TWI program and our desire to have language leaders in both languages.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	124	162	162	37.1%	43.0%	41.5%
Fluent English Proficient (FEP)	13	22	21	3.9%	5.8%	5.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

SIte Goal 1: By the end of the 2023-2024 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC ELA by 5% points as measured by CAASPP: SBAC ELA. As a result, KBE will expect to have 55% of all students that took the test meeting or exceeding standard.

Site Goal 1A: The percentage of students with ELPAC scores at Level 1 will decrease by 5%
Site Goal 1B: The percentage of students with ELPAC scores at Level 3 will increase by 5%

Site Goal 1B: By the end of the 2023-2024 school year, the amount of Kings Beach Elementary School SED students meeting or exceeding standard on CAASPP ELA will increase by 5% points as measured by CAASPP ELA. As a result, KBE will expect to have 19% of all students that are socioeconomically disadvantaged that took the test meeting or exceeding standard.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2023 ELA CAASPP results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	Actual Outcome June 2023 ALL: 50% Hispanic: 28% White: 83% EL: 11% RFEP: 82% SED: 14% SWD: 14%	Expected Outcome by June 2024 ALL: 55% Hispanic: 33% White: 88% EL: 16% RFEP:87% SED: 19% SWD: 19%
ELPAC	Level 1: 30% Level 2: 40% Level 3: 27% Level 4: 3%	Level 1: 25% Level 3: 32%

Planned Strategies/Activities

Strategy/Activity 1

Implement TTUSD Common Assessments in alignment with the calendar.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, KBE will implement TTUSD's common assessments in alignment with the district calendar.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue professional development for all teachers K-5 in LETRS training; TK to start its own LETRS training.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, KBE professional development will cover LETRS Volume 2 (reading comprehension, vocabulary, and writing).

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Implement district CALLI work; each grade level team identifies (1) an academic discourse strategy to implement in Tier 1 instruction, (2) a monitoring tool, and (3) four focus students to monitor the use of the selected academic discourse strategy.

Students to be Served by this Strategy/Activity

All Students K- 5 grade.

Timeline

By the end of the 2023-2024 school year, KBE professional development will focus on the three chosen academic discourse strategies: complex think pair share, sort and justify, and text reconstruction. Site PD will be provided to build our staff's capacity with the three identified academic discourse strategies. Grade level teams will meet monthly to discuss their implementation of the strategy, the use of their monitoring tool, and the progress of their focus students.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Implement a daily Walk to Learn schedule (RtI) for grades K through 5 to differentiate SLA/ELA reading instruction based on Camino al exito, El proximo paso, DIBELS, Lectura, STAR, & CAASPP student data with extended staff support to make student instructional groups smaller in number with targeted skills based instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, KBE students will daily participate in Walk to Learn; students will be placed per trimester via their BOY, MOY and EOY data points. Classroom teachers and our RtI Team will strategize on the placement of students and progress monitoring RtI students who are below grade level.

Person(s) Responsible

School administrators, RtI Team, and school staff are responsible for this work.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Progress monitor RFEP fourth and fifth grade students with DIBELs and Lectura every two to three weeks on an on-going basis.

Students to be Served by this Strategy/Activity

RFEP Students

Timeline

By the end of the 2023-2024 school year, RFEP students will be monitored every two to three weeks in order to gauge their reading progress between BOY, MOY and EOY district assessments.

Person(s) Responsible

School administrators and school staff are responsible for this work.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Pilot Boost Lectura K-2 Spanish reading support and Boost English reading support grades 2-5.

Students to be Served by this Strategy/Activity

All Students grades K-5.

Timeline

By the end of the 2023-2024 school year, K-5 students will use DIBELS and Lectura data to place their students at the appropriate level in Boost Lectura and Boost English and provide classroom time for the use of the programs.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2023-2024 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC Math by 5% points as measured by CAASPP: SBAC Math.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2023 Math CAASPP results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAAPP - SBAC Math	Actual Outcome June 2023 ALL: 54% Hispanic: 32% White: 52% EL: 11% RFEP: 44% SED: 20% SWD: 17%	Expected Outcome by June 2024 ALL: 59% Hispanic: 37% White: 57% EL: 16% RFEP: 49% SED: 25% SWD: 23%

Planned Strategies/Activities

Strategy/Activity 1

Implement TTUSD Common Assessments in alignment with the TTUSD Assessment Calendar.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, KBE teachers will implement TTUSD common assessments.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Pilot Eureka Math curriculum K-5 for the 2023-2024 school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, teachers will implement the math pilot as directed by the district Math Steering Co.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Expand the use of differentiated skill building digital applications to scaffold math instruction such as IXL and Freckle in classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, KBE teachers will use IXL and Freckle as a digital tool to differentiate student learning needs.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide differentiated math instruction in grades three, four, and five via the Accelerated Learner Services program; students meeting the standard with a pre-test for the unit of student qualify for differentiated support.

Students to be Served by this Strategy/Activity

Third, fourth, and fifth grade students who meet standard on the unit pre-test.

Timeline

By the end of the 2023-2024 school year, KBE third, fourth and fifth grade students will have access to Accelerated Learner Services based on their pretest data throughout each trimester.

Person(s) Responsible

School administrators, classroom teachers and Accelerated Learner teacher.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative School Culture

Goal Statement

By the end of the 2023-2024school year, Kings Beach Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing Chronic Absenteeism by 5% and maintaining a low suspension rate.

LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

The basis for this goal is the 2023 Chronic Absenteeism and Suspension Rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 2023 ALL: .50% White: .28% Hispanic: .93% SED: 1.06% EverEL: .56% SWD: 0	Suspension Rate: 2024 ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism: 2023 ALL: 17% White: 7% Hispanic: 25% SED: 26% EverEL: 25% SWD: 23%	Chronic Absenteeism: 2024 ALL: 12% White: 2% Hispanic: 20% SED: 21% EverEL: 20% SWD: 18%

Planned Strategies/Activities

Strategy/Activity 1

Implementing the Safe Caring Adult Connections survey at the beginning and end of the school year to all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, all students TK-5 will complete the Safe Caring Adult Connections survey in the fall and the spring.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Reinstate and expand positive attendance celebrations monthly and at the end of the year.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, students and parents who struggle with attendance will be recognized for their positive attendance through phone calls, emails, texts, and small scale office celebrations.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Counselors will use the DESSA as a social emotional screener to identify at risk students and provide support as needed one on one, in small groups, and as a classroom.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, KBE's counselors will use the data from the DESSA to identify students in the Needs Instruction category and form the necessary classroom, small groups, and one on one support for students.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue to develop a systematic SST process.

Students to be Served by this Strategy/Activity

All eligible students

Timeline

By the end of the 2023-2024 school year, KBE's SST coordinator will implement a two part SST process to build both Tier 1 classroom instructional support for students and identify students who may be in need of Special Education services. The SST system will involve progress monitoring students on the SST list throughout the school year, every two to three week via DIBELS and/or Lectura.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Utilize monthly site PD meetings for PBIS centered work on school-wide routines, classroom routines, and verbal praise of students holding up our school-wide behavior expectations.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 23-24 school year, monthly site PD meetings will be utilized to develop PBIS common practices.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Integrate trauma-informed practices into our staff PD with PBIS and classroom practices with a diversity lens representative of our students.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 23-24 school year, monthly site PD meetings will be utilized to build our capacity with trauma-informed practices.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Develop and implement a behavior referral system to track student behavior and utilize the data to drive our site PD with PBIS.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 23-24 school year, our PBIS Team will utilize behavior referral data to guide our site PD with schoolwide and classroom routines.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Hire an attendance secretary (.4) to monitor student attendance and support our student groups at risk: ELs, SED, SPED and their families via parent phone calls, family/staff SART meetings, and student recognition.

Students to be Served by this Strategy/Activity

Chronically absent students

Timeline

By the end of the 23-24 school year, students with chronic absenteeism will receive their attendance letters via Attention 2 Attendance (A2A) and have attended SART meetings to educate and support these students and families.

Person(s) Responsible

School administrators and school staff, including our attendance secretary, are responsible for this work.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

District alignment for attendance codes used for excused absences.

Students to be Served by this Strategy/Activity

All eligible students

Timeline

By the end of the 23-24 school year, district attendance codes for excused absences will be aligned providing accurate data for our site to address individual student needs.

Person(s) Responsible

School administrators and school staff, including our attendance secretary, are responsible for this work.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Social Emotional Support

Goal Statement

By the end of the 2023-2024 school year, the number of students in the "Needs Instruction" category will have decreased from 38% (BOY) to 15% as measured by the DESSA-mini and DESSA social-emotional screener.

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

DESSA screener results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	37 students have been identified on the BOY DESSA to 'need instruction'. With our current student population, that is 10% of our student population.	We expect to decrease the number of students who are identified as 'needs instruction' on the DESSA EOY from 37 to 29 or less (approximately a 20% change).

Planned Strategies/Activities

Strategy/Activity 1

Refine and continue professional development on how to use the DESSA to drive social emotional instruction and learning, including Second Step.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, teachers will utilize Second Step and Classroom 180 to guide their social emotional instruction.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to implement Classroom 180 trauma informed practices such as restorative practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of the 2023-2024 school year, teachers will implement Classroom 180 trauma informed strategies including restorative practices.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Additional counseling support with small group targeted instruction and one-on-one support for students identified as Needs Instruction.

Students to be Served by this Strategy/Activity

Students that were scored as Needs Instruction.

Timeline

By the end of the 2023-2024 school year, counselors will have designed and support small groups of students and individual students with self-regulation strategies.

Person(s) Responsible

School Administrators and school counselors are responsible for this work.

Proposed Expenditures for this Strategy/Activity

Amount	60,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part time counselor

Strategy/Activity 4

Hire a bilingual Wellness Center Specialist and Social Worker to support our students, families and community.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 23-24 school year, KBE will have a Wellness Center specialist and a Social Worker to support students and families with their social-emotional well-being.

Person(s) Responsible

School administrators and school staff are responsible for this work; district staff will support, as needed.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

SIte Goal 1: By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC ELA by 5% points as measured by CAASPP: SBAC ELA. As a result, KBE will expect to have 40% of all students that took the test meeting or exceeding standard.

Site Goal 1A: 70% of English Learners will improve one performance level on their overall ELPAC scores or will maintain level 4 on the ELPAC.

Site Goal 1B: By the end of the 2022-2023 school year, the amount of Kings Beach Elementary School SED students meeting or exceeding standard on CAASPP ELA will increase by 5% points as measured by CAASPP ELA. As a result, KBE will expect to have 15% of all students that are socioeconomically disadvantaged that took the test meeting or exceeding standard.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	Expected Outcome by June 2023 ALL: 40% Hispanic: 20% White: 65% EL: 7% RFEP:* SED: 16% SWD:*	Actual Outcome June 2023 ALL: 50% Hispanic: 28% White: 83% EL: 11% RFEP: 82% SED: 14% SWD: 14%
ELPAC	Level 1: 9% Level 2: 55% Level 3: 26% Level 4: 10%	Did not meet the goal (Only 28% improved at least one level, no students maintained a 4) Level 1: 30% Did not meet Level 2: 40% Did not meet Level 3: 27% Met Level 4: 3% Did not meet

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement TTUSD Common Assessments in alignment with the calendar.	Implemented as planned		
Continue professional development for all teachers in the science of	Partially implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reading using the LETRS training.			
Use the Camino al Exito and Proximo Paso al Exito curriculum materials to support Spanish literacy as evidenced by the completion of Camino or Proximo daily lessons.	Implemented as planned		
Follow TTUSD data protocol to analyze results from TTUSD common assessments.	Partially implemented		
Develop and align a Scope & Sequence for Spanish and English Language Arts for TK-5th grade.	Implemented as planned		
Implement Lexia as a differentiated ELA support program in grades 2 through 5.	Partially implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our PD focused on the strategies/activities articulated above. LETRS was partially implemented due to the loss of minimum days from snow days. Our Scope & Sequence work for ELA and SLA standards was extensive and time consuming, yet necessary. Our SLA daily instruction upheld our two curriculum pieces: Camino and El proximo paso; curricular assessment tools were used to place students in the appropriate volume for instruction. District common assessments were implemented to fidelity and the district data protocol was utilized for our data analysis. Lexia was partially implemented as it is an English program and applied more to our grades 3-5 given our dual immersion program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The most effective strategies we implemented for 2022-2023 were: Scope & Sequence for SLA/ELA (three months), LETRS PD for staff, implementation of Camino al exito and El proximo paso in daily reading instruction for grades K-2, and the implementation of district common assessments. Our Scope & Sequence work for SLA and ELA was an effective strategy as it shifted PLC planning to the standards; we will continue to utilize this document in our PLC work for 23-24 as it guides each grade level as to which language standards they are responsible for teaching in both languages. The consistent implementation of our SLA reading curriculum: Camino al exito and El proximo paso was an effective strategy that we will continue for 23-24 as this curriculum drives our Walk to Learn instruction for grades K- 2. Given Walk to Learn for 23-24 has increased to grades K-5 and is being provided five days a week for 23-24, we predict significant improvement in students' curriculum based assessments which are given each trimester. Our LETRS PD offered was effective in expanding our teachers' instructional skills with regard to handwriting, vocabulary, and writing. This strategy was partially implemented due to the number of snow days and changes to our minimum day schedule for the Spring of 2023. We will continue to implement LETRS PD for our staff for 23-24. We partially implemented the use of the district's data protocol to drive our PDSA cycles; however, upon completion of our first PDSA cycle in the fall of 2022, it was evident our staff needed to first focus on our Scope & Sequence SLA/ELA work in order to uphold standards based instruction in both languages. We will continue to implement the district's data protocol with all data analysis work: SBAC, ELPAC, DIBELS, and Lectura. Finally, we partially implemented Lexia; given our dual immersion program offering an only English reading program did not serve our school effectively. For this reason, we have abandoned this strategy for 23-24 and have instead invested in a program that offers differentiated reading support in Spanish and English.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 23-24, we commit to upholding our ELA and SLA reading instruction for grades 2-5 instead of grades 3-5; there is a need to uphold English phonics instruction for our second graders instead of delaying until the third grade. We will continue with the implementation of LETRS for grades K through five; TK will begin its own LETRS training. Our SLA/ELA Scope & Sequence work will be integrated into our PLC planning and Evaluation conversations. We will expand our Walk-to-Learn model for grades K through five so that all students receive differentiated SLA or ELA instruction depending on the grade level five days a week. We will pilot Boost Lectura grades K-2 and Boost English grades 2-5 in an effort to support differentiated reading opportunities for our students that represent our dual language program as Lexia served only one of our languages of instruction.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

By the end of the 2022-2023 school year, Kings Beach Elementary school will increase the overall percentage of students meeting or exceeding standard on CAASPP: SBAC Math by 5% points as measured by CAASPP: SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAAPP - SBAC Math	Expected Outcome by June 2023 ALL: 45% Hispanic: 24% White: 75% EL: 14% RFEP: 13% SED: 23% SWD: *	Actual Outcome ALL: 54% Hispanic: 32% White: 89% EL: 17% RFEP: 64% SED: 20% SWD: 17%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement TTUSD Common Assessments in alignment with the TTUSD Assessment Calendar.	Implemented as planned		
Recommit to our agreed upon predominant Everyday Math Strategies: Math Message, Focus Lessons, Math Boxes, Math Warm Up, Open Response Re-Engagement Lessons, and Math Games. Data analysis of Everyday Math Unit assessments will support this strategy.	Partially implemented		
Expand the use of differentiated skill building digital applications to scaffold math instruction such as IXL and Freckle.	Partially implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implementation of the strategies/activities stated above were partially implemented. Given the upcoming math pilot, there was a decrease in interest in building our Everyday Math practices.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Upholding and analyzing the data from district common assessments was effective as evidenced in the 14% increase in students who met or exceeded proficiency. We will continue with this strategy for 23-24. The addition of the Accelerated Learner teacher who focused on math extensions was effective in differentiating instruction for our third, fourth and fifth grade students. The following student groups improved the percentage of those who met or exceeded proficiency: White students increased by 14%, Hispanic students increased by 8%, ELs by 3%, and our RFEPS by 51%. We will continue to have our Accelerated Learner teacher provide differentiated math instruction in grades 3, 4, and 5 to those who score proficient or higher on unit pretests for 23-24. The math strategies that proved effective given our data results were: math talks, small group differentiated instruction, and differentiated skill building digital applications such as IXL and Freckle. We will continue to implement these math strategies, integrate new strategies as provided in the math pilot, and integrate academic discourse strategies into our math instruction for 23-24.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For our 23-24 strategies/activities, we will pilot a new math program that will allow us to analyze our current practices and adopt new practices. We are committed to our Accelerated Learner teacher continuing to differentiate math instruction for those students who qualify for her services.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

By the end of the 2022-2023 school year, Kings Beach Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing Chronic Absenteeism by 5% and having a 0% suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: 2023 ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%	Suspension Rate: 2023 ALL: .50% White: .28% Hispanic: .93% SED: 1.06% EverEL: .56% SWD: 0
Chronic Absenteeism	Chronic Absenteeism: 2023 ALL: 14% White: 5% Hispanic: 20% SED: 20% EverEL: 20% SWD: 10%	Chronic Absenteeism: 2023 ALL: 17% White: 7% Hispanic: 25% SED: 26% EverEL: 25% SWD: 23%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementing the Safe Caring Adult Connections survey at the beginning and end of the school year to all students.	Implemented as planned		
Reinstate and expand positive attendance celebrations monthly and at the end of the year.	Partially implemented		
Counselors will use the DESSA as a social emotional screener to identify at risk students	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and provide support as needed one on one, in small groups, and as a classroom.			
Implement a systematic SST process.	Implemented as planned		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Safe Caring Adult Connections survey and the DESSA were implemented to fidelity. The data from those two metrics was used to identify individual students in need of support and small group instructional opportunities across grade levels. We developed an SST system to address concerns for our students; a pre-SST meeting with student data requirements was initiated, followed by a SST meeting with clear data requirements in an effort to monitor student academic growth. Our SST consisted of our site coordinator, admin, counselor, RtI teacher, and classroom teacher. A positive attendance system was partially implemented; given the rate of chronic absenteeism at our site, we focused on daily phone calls and SART meetings with our most at risk families.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Safe Caring Adult Connections survey and the DESSA were effective tools for our counseling team to identify students in need of support. Our counselors formed small instructional groups per grade based on student data that supported students' in developing self-regulation strategies, an awareness of what it looks and sounds like to be a respectful active learner, problem solving skills and communication skills. We will continue to implement this strategy for 23- 24. Our SST process was effective in shifting our school culture to the use of student data to drive conversations and decisions. We will continue to develop our SST process and include progress monitoring of all students on the SST list with DIBELS and Lectura so that we can gain an accurate picture of their reading growth between our BOY, MOY, and EOY district assessments. Daily phone calls to our most at risk families coupled with SART meetings helped those families to improve their child's chronic absenteeism. We will continue this strategy for 23-24 and expand upon it with the use of Attention 2 Attendance (A2A) which will improve our efficiency and consistency in communicating with families.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A site attendance secretary will be hired for 2 days per week. District will align attendance codes for excused absences. With the district adoption of Attention 2 Attendance (A2A), attendance data and attendance letters will be aligned and consistently communicated with parents.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By the end of the 2022-2023 school year, the number of students in the "Needs Instruction" category will have decreased as measured by the DESSA-mini and DESSA social-emotional screener.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DESSA	Decrease the number of students in the "needs instruction" category from 44 students at the BOY to 35 students or less at the EOY (approximately a 20% change).	The number of students who 'needs instruction' decreased from 44 students at the BOY to 36 students at the EOY.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Refine and continue professional development on how to use the DESSA to drive social emotional instruction and learning, including Aperture resources and Second Step.	Partially implemented		
Continue to implement Classroom 180 trauma informed practices such as restorative practices.	Partially implemented		
Additional counseling support with small group targeted instruction and one-on-one support for students identified as Needs Instruction.	Implemented as planned	Part time counselor 1000-1999: Certificated Personnel Salaries Title I 60,000	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our counselors utilized DESSA data and teacher input to provide daily support for students at an individual and small group instructional level. Our counselors were effective in supporting Tier 2 students with regulation strategies as was evident in the increased number of minutes our Tier 2 students were able to spend in the classroom; we witnessed approximately a 50% decrease in time spent in the office for our Tier 2 students from the previous school year. Our counselors also provided restorative work within classrooms as needed. Our counselors support in specific classrooms helped the administration identify the need for PBIS training for our staff. Staff PD was provided on Heather Forbes for Classroom 180, Trauma Informed Practices; her book was purchased for all staff members. The purchase of this book was effective for our staff as it served to unify and define how our staff approached student behavior with an emphasis

on behavior being a form of communication and an opportunity to learn for the student. Our staff has been inconsistent with its implementation of Second Step.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our counselors were effective in assisting teachers in developing classroom routines and supporting individual students and their families when necessary. Informal feedback from students, parents and teachers was consistently positive with regard to our counseling services throughout the school year. The number of students who 'need instruction' decreased from 44 students at the BOY to 36 at the EOY. Because of this, we will continue to utilize DESSA data to drive individual and small group counseling instruction for 23-24. The DESSA data and school observations led to the formation of our PBIS Team in the winter of 22-23; our PBIS Team was instrumental in providing PD for our staff on the importance of classroom routines and defining school wide behavior expectations. Given the effectiveness of our PBIS Team, we will continue to have this team shape and drive our staff PD once a month for the 23-24 school year, including but not limited to: lining up and hallway behavior agreements, a behavior referral form, and the implementation of verbal praise for students with I statements, such as I see you are..., I notice you are...

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with our counselors providing classroom support, small group support, and individual support for students. Our counselors will continue to build our students' self-regulation skills and guide our staff in trauma informed practices. We will utilize our PBIS Team and allocate one staff PD meeting per month to continue to build our efficacy with the implementation of school-wide behavior expectations, a referral system for data collection, agreements on lining up and hallway behavior, and verbal praise of desired student behavior.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	90,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	60,000.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	60,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	60,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jennifer Dewald	Principal
Melanie Cooke	Other School Staff
Veronica Laudenschlager	Classroom Teacher
Yvonne Logan	Classroom Teacher
Dana Hurt	Classroom Teacher
Brook Johnson	Parent or Community Member
Meagan Millar	Parent or Community Member
Christine Picard	Parent or Community Member
Kristin Henry	Parent or Community Member
Sarah Heard	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:

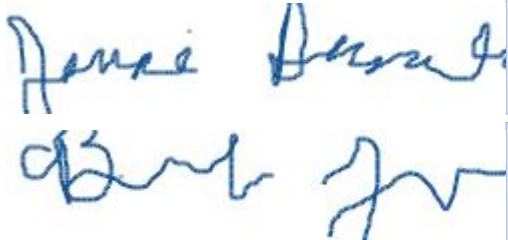| Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
[signature: Rosa Jime...]	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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 October 20, 2023.

Attested:

Signature	
[signature]	Principal, Jennifer Dewald on October 20, 2023
[signature]	SSC Chairperson, Brooke Johnson on October 20, 2023

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

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

Expected 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 be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

School Plan for Student Achievement (SPSA) ATSI Amendment Spring 2023

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date
Kings Beach Elementary	3166944	Friday, June 9, 2023

Purpose and Description

The purpose of this plan is to provide Additional Targeted Support and Improvement for SPED students and chronic absenteeism.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.
This plan was developed using continuous improvement practices. The following steps were taken.

1. A review of state and local assessment data for SPED students was conducted.
2. A comprehensive needs assessment that included root cause analysis was completed.
3. A review of LEA and school-level budgeting was done in order to identify resource inequities and budgets were adjusted accordingly.
4. Evidence-based interventions were identified and selected for implementation.
5. Annual measurable outcomes were chosen along with local assessments that can be used for progress monitoring.

Although this plan is developed to specifically address the needs of SPED students with regard to attendance, the selected interventions align with the broader work of the entire school site and district.

For example, the selected interventions align with the following SPSA goals and activities.
Goal #3: KB will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing chronic absenteeism by 10% and maintaining a 0% suspension rate.
Strategy #1: Utilize IEP meetings to address attendance issues, identify and develop an intervention plan.
Strategy #2: Implement Safe and Caring Adult Survey BOY & EOY
Strategy#3: Expand positive attendance celebrations for students in need of additional support
Strategy #4: Use the DESSA three times a year as a SEL screener to identify students in need of more SEL support from the classroom teacher and counseling team..

Also, the planned interventions align with the following Title 1 School Wide Reform Strategies & Corrective Actions.
School wide Reform Strategies: #1- offer extensive counseling support for students identified on the DESSA

Further, this plan aligns with goals two and three of the **TTUSD LCAP**.
Goal #2- By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3- By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this ATSI amendment?

Involvement Process for the ATSI Amendment

District Leadership
Site Leadership
SPED Team
School Site Council

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Need for an attendance secretary was identified to support a systematic approach to attendance management for KBE so that our SPED students can receive additional intentional support.

ATSI Goals, Strategies, Expenditures

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

ATSI Goal 1

Develop a Tiered Attendance System that is supported with our daily attendance monitoring, counseling team, teacher/admin/counseling communication, district wellness policy, SART/SARB process, IEP teams, and community agency support.

Identified Need

Need for Tier 1, Tier 2, and Tier 3 supports to be in place for students and parents for attendance; need identified for attendance secretary for KBE for 23-24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate for 23-24 will decrease by 5%	Current Rate at the start of the 22-23 was 30%	Expected Outcome for end of 23-24 will be a 5% decrease from end of the year 22-23 data

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 1

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity- Four Strategies to Support Goal #1

Strategy #1: Utilize IEP meetings to address attendance issues, identify supports, and develop individual support plans for SPED students in need of attendance support.

Strategy #2: Expand positive attendance celebrations for SPED students in need of additional attendance support based on the daily attendance monitoring system.

Strategy #3: Implement the Adult Caring Survey BOY & EOY

Strategy #4: Implement the DESSA as an SEL screener BOY, MOY, & EOY

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

| Amount(s)	Source(s)
Estimated cost $20, 000	District General Fund

Recommendations and Assurances

The SSC reviewed the content requirements of the Additional Targeted Support and Improvement (ATSI) plan included in this SPSA amendment and believes all such ATSI requirements have been met. This SPSA ATSI amendment 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 for the ATSI subgroup.

This SPSA ATSI amendment was adopted by the SSC at a public meeting on **[insert date]**.

Attested:

Jennifer Dewald Principal, Jennifer Dewald
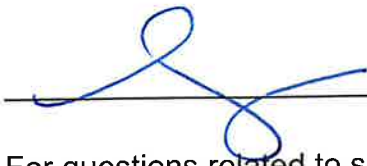
_____ SSC Chairperson, [insert name]

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

Instructions: 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.

Stakeholder 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.