



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kings Beach Elementary	Placer- TTUSD	September 24, 2024	October 16, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Kings Beach Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Kings Beach Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

## Educational Partner Involvement

How, when, and with whom did Kings Beach Elementary 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 the necessary stakeholders in the planning of the SPSA and the Annual Review. School staff members, School ELAC members, and School Site Council 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 on August 21, 2024. Next, our ELAC had the opportunity to give input on our draft SPSA on September 16, 2024. Following ELAC, we held two School Site Council meetings to first learn about our four SPSA goals (September 17, 2024) and then to approve the plan (September 24, 2024). Questions, concerns, and ideas from each meeting were captured on a draft hard copy of our SPSA and our meeting agenda notes. Questions were answered during meetings, via email, or in person. This process allowed us to receive input from all necessary stakeholders.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on 2023 data, the following student groups are in the red or orange at Kings Beach Elementary: English Learners (red ELA and orange math), SED (red ELA and orange math) and Students With Disabilities (orange Chronic Absenteeism). Because of this 2023 student group data, we are focused on the following to support all three student groups: (1) hired an attendance administrator to support our SWD students daily with recognition and family support, (2) implementing a Walk to Learn model to support EL and SED students with their literacy skills using assessment tools that indicate the necessary literacy skills to target, and (3) implementing a new math program to fidelity which includes daily math lessons that address all four lesson components (fluency, launch, learn, land) and we are supporting that program with the IXL digital platform that is skills based.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

As stated above, we are intentionally shifting instruction to serve our EL and SED students via data collection based on district assessments (DIBELS and Lectura); from this data, we are targeting skills based instruction for our EL and SED students that is based on the Science of Reading. We are also strategically supporting our EL students during designated ELD with placement of students based on their ELPAC scores and language needs. We are also bridging Tier 1 instruction in Spanish to be supported during ELD with instruction of the same concepts in English.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

There are no other needs that have been identified outside of the Dashboard data; the Dashboard data aligns with our locally collected assessment data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ELA**  
 Site Goal 1: By the end of the 2024-2025 school year, Kings Beach Elementary (KBE) 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 58% of all students who took the test meeting or exceeding the standard.

Site Goal 1A: By the end of 2024-2025, 50% of ELs will improve one performance level on their ELPAC scores.

Site Goal 1B: By the end of the 2024-2025 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 36% of all socioeconomically disadvantaged students that took the test meeting or exceeding standard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA	Actual Outcome June 2024  ALL: 53% Hispanic: 36% White: 74% EL: 8% RFEP: 64% SED: 31% SWD: 11%	Expected Outcome by June 2025  ALL: 58% Hispanic: 41% White: 79% EL: 13% RFEP: 69% SED: 36% SWD: 17%
ELPAC	ELPAC 2024  43% increased at least one level (45n)  40% maintained level (42n)	ELPAC 2025  50% will increase by at least one level

	17% decreased at least one level (18n)	
	Level 1: 38% (62n)	
	Level 2: 32% (53n)	
	Level 3: 21% (34n)	
	Level 4: 9% (17n)	

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Implement TTUSD Common Assessments in alignment with the calendar.	All Students	
1.2	Implement a daily Walk to Learn schedule (Rtl) for grades K through 5 to differentiate SLA/ELA reading instruction based on Camino al exito, El proximo paso, DIBELS, Lectura, Capti (grades 4 & 5) & CAASPP student assessment data with staff support to make skills based student instructional groups smaller.	All Students K-5	
1.3	Complete two PDSA cycles on literacy via analysis of BOY, MOY, and EOY DIBELS and Lectura data utilizing the district data analysis tool. We will use this data to inform fluid student placement in Rtl groups.	All Students K- 5	
1.4	Progress monitor select RFEP and Rtl students with DIBELS and/or Lectura every two to three weeks.	Select Students	
1.5	Form a literacy team to strengthen the culture of literacy at KBE including but not limited to: three or more Libros para amigos events based on community book donations, school wide reading celebrations for reading participation over holiday breaks, and student recognition for reading growth based on MOY, EOY and CAASPP data.	All Students TK-5	
1.6	Implement district CALLI work around academic discourse; each grade level team identifies a language acquisition strategy or strategies to implement in Tier 1 instruction three or more times daily.	All Students grades TK-5	

1.7	Provide Step Up To Writing licenses to all certificated classroom teachers and provide PD time K-2 and grades 3-5 for vertical alignment.	All Students K-5	
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

For 2023-2024, KBE implemented as planned the following strategies: (1) implemented all TTUSD common assessments, (2) completed LETRS training, (3) implemented district academic discourse work specifically identified academic strategies per grade level, and developed a walk-through tool to collect data, (4) implemented a school-wide Walk to Learn system, and (5) progress monitored RFEP students consistently every two to three weeks using DIBELS. For 2023-2024, KBE partially implemented the use of Boost Lectura K-2 and implemented as planned Boost English grades 3-5. Evidence of the effectiveness of these strategies and our implementation of them is noted in the following data: All students increased to proficient or higher as measured by SBAC ELA from 22-23 (49%) to 23-24 (53%). Our Hispanic students improved their proficiency or higher percentage on the SBAC ELA exam from 28% (22-23) to 36% (23-24). Our SED students also improved their proficiency or had a higher percentage on the SBAC ELA, from 14% (22-23) to 31% (23-24).

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulate goal stated above.

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.

Because of the success of our 23-24 ELA strategies, KBE will adopt and/or adapt the following strategies: (1) implement TTUSD common assessments, (2) implement a Walk to Learn system with continual awareness of adapting when/if necessary, (3) analyze student BOY, MOY, and EOY data and engage in two PDSA cycles to monitor student literacy growth, (4) progress monitor select RFEP and Rtl students, (5) form a literacy team, (6) continue the district academic discourse work, and (7) provide licensing to all teachers K-5 for Step Up To Writing with time to vertically align K-2 and grades 3-5. These seven strategies are noted above and have been designed based on student data from 23-24 CAASPP results.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Math

By the end of the 2024-2025 school year, Kings Beach Elementary (KBE) 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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAAPP - SBAC Math	Actual Outcome June 2024 ALL: 47% Hispanic: 29% White: 72% EL: 3% RFEP: 64% SED: 25% SWD: 11%	Expected Outcome by June 2025 ALL: 52% Hispanic: 34% White: 77% EL: 8% RFEP: 69% SED: 29% SWD: 16%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement Eureka Math Benchmark assessments grades K-5.	All Students	
2.2	Support the full implementation of Eureka math curriculum K-5 with staff training in August from Eureka trainers.	All Students	
2.3	Provide common grade level PLC math planning time and provide a template for teachers to study and learn the modules, topics, and lessons in Eureka Math.	All Students	
2.4	Expand the use of differentiated skill building in math through: identification of predominant	Third, fourth, and fifth grade students who	



	strategies, Accelerated Learner Services program (grades 3-5), Freckle, and/or IXL.	meet standard on the unit pre-test.	
2.5	Provide one or more Math Morning opportunities for our families to join their children in the classroom to play math games.		

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

For 2023-2024, KBE implemented as planned the following strategies: (1) implemented all TTUSD common math assessments, (2) piloted Eureka Math, and (3) provided differentiated math instruction in grades 3-5 via the Accelerated learner Services program in which students took a pre-test for the unit of student to qualify for differentiated support. Evidence of the effectiveness of these strategies is noted in our student data: All students decreased by 8% from 22-23 to 23-24. We attribute this decrease to the pilot process of a new curriculum, the limited training provided, and the limited time given to our math teachers to study the modules, topics and lessons. While our All student data decreased by 8% from 22-23 to 23-24, some student groups increased their level of proficiency and/or level of exceeding standard: Whites 20% increase, RFEP 20% increase, and SED 4% increase.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulate goal stated above.

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.

Because of the 8% decrease in our SBAC Math results for 23-24 for All students, KBE will adopt the following strategies: (1) implement Eureka Math Benchmark assessments, (2) support the full implementation of Eureka Math curriculum K-5 with a staff training in August from Eureka trainers, (3) provide common grade level PLC math planning time and a template for teachers to study and learn the modules, topics, and lessons in Eureka Math, and (4) we will expand the use of differentiated skill building through: identification of predominant strategies, Accelerated Learner services (grades 3-5), Freckle, and/or IXL. In addition, we will expand our parent involvement in math via one or more Math Morning opportunities for families to join their students in the classroom to play math learning games. These five strategies are noted above and have been designed based on student data from 23-24 SBAC Math results.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe, Supportive and Collaborative School Culture

By the end of the 2024-2025 school year, Kings Beach Elementary (KBE) 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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate: 2024  ALL: .75% White: .82% Hispanic: .86% SED: 1.6% EverEL: 3.7% SWD: 1.5%	Suspension Rate: 2025  ALL: 0% White: 0% Hispanic: 0% SED: 0% EverEL: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism: 2024  ALL: 10% White: 10% Hispanic: 14% SED: 14% EverEL: 13%	Chronic Absenteeism: 2025  ALL: 5% White: 5% Hispanic: 9% SED: 9% EverEL: 8%

	SWD: 19%	SWD: 14%
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implementing the Safe Caring Adult Connections survey at the beginning and end of the school year to all students.	All Students	
3.2	Use the DESSA as a social emotional screener to identify at-risk students and provide counseling support (BOY, MOY, & EOY).	Identified Students	
3.3	Refine a systematic SST process with emphasis on role clarity and expectations of the SST team and classroom teachers.	SST Students	
3.4	Implement agreed upon school routines; provide visual tools to support those routines school wide and weekly opportunities for classroom teachers to practice with their students.	All Students	
3.5	Integrate trauma-informed practices into our staff PD and classroom practices with an intentionally positive diversity lens representative of our students.	All Students	
3.6	Monitor student attendance and support our families of at-risk student groups: ELs, SED, SPED and via parent phone calls, family/staff SART meetings and positive verbal student recognition.	Identified Students	
3.7	District alignment for attendance codes used for excused absences.	All Students	
3.8	Implement a streamlined Independent Study process per grade level team.	All Students	

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

From 21-22 to 23-24, a two year period, we have seen a decrease in chronic absenteeism from 31% to 9.7%. From 22-23 to 23-24, a one year period, we have seen a 6% decrease in chronic absenteeism. Specifically, we have witnessed a decrease in chronic absenteeism with the following student groups from 22-23 to 23-24: Hispanic 10% decrease, ELs 13% decrease, SED 11% decrease, and SWD a 4% decrease in chronic absenteeism. We attribute the success of this 21% decrease in chronic absenteeism in the last two years to the full implementation of the following strategies as planned: (1) the implementation of the Safe Caring Adult Connections survey, (2) counselors using the DESSA as a social emotional screener to identify at risk students and provide support as needed one on one/small groups/as a classroom, (3) the implementation of a SST process to identify at risk students, (4) school wide work on common routines, classroom routines, and verbal praise, (5) our integration of trauma informed practices into our staff PD, (6) student behavior referral system to collect behavior data, and (7) the hiring of an attendance secretary.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulate goal stated above.

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.

Given the 21% decrease in chronic absenteeism over the last two school year, KBE will adopt the following strategies with the intent to implement as planned: (1) implement the Safe and Caring Adult Survey twice per year, (2) use the DESSA as a social emotional screener to identify at-risk students and provide counseling support for identified students, (3) refine our SST process with a focus on role clarity and agenda setting, (4) implement agreed upon routines and grade level classroom routines, (5) integrate trauma-informed practices into our staff PD and classroom practices with a positive diversity lens that is representative of our students, (6) actively monitor student attendance including but not limited to letters being sent home/phone calls/SART meetings, and (7) implement an efficient Independent Study system by grade level with continual and consistent messaging of the IS process with our families. These seven strategies are noted above and have been designed based on student data from the DESSA, Safe and Caring Adult Survey, SST data, and chronic absenteeism data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Social Emotional Support

By the end of the 2024-2025 school year, the number of students in the "Needs Instruction" category will have decreased by 20% as measured by the DESSA-mini and DESSA social-emotional screener.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Provide effective, evidence-based instruction for all students to pursue pathways of personal interest and earn a high school diploma.

Goal #2: Address the needs of our learners through continued enhancements to safety and wellness programs, counseling, resources for academic achievement, effective learning environments, facilities, and infrastructure for students, educators, and staff.

Goal #3: Proactively support belonging and inclusion for all students, families, educators, and staff and continue to develop strong community connections to each other and to the valuable and precious resources in the Tahoe-Truckee region.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA	Students will be identified following the implementation of the BOY DESSA screener; those who are categorized as 'need instruction' will be the focus of our strategic work noted below.	We expect to decrease the number of students who are identified as 'needs instruction' on the DESSA EOY by 20%.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Implement a multi-tiered system for student behavior support that provides clarity for all staff with regard to roles, communication, and support for Tier 2 and Tier 3 students.	All Students	
4.2	Develop a Coordinated Care Team that consists of admin, counselors, social work, psychologist, and wellness to meet weekly to strategize and provide	All Students	

	student support as needed, including access to site, district, and community resources.		
4.3	Additional counseling support with small group targeted instruction and one-on-one support for students identified as Needs Instruction.	Students that were scored as Needs Instruction.	89,024.60 Title I 1000-1999: Certificated Personnel Salaries Part time counselor
4.4	Implement restorative practices when solving conflicts between or among students.	All students	
4.5	Wellness staff will provide daily differentiated recess opportunities for students such as art, reading, and special sport games and implement the WATCH DOG Dad program.		

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

KBE implemented as planned the following strategies: (1) provided PD on how the DESSA as used to drive social emotional instruction for students one on one and in small groups, (2) upheld trauma-informed practices via counseling support for classroom teachers through PD and joining classes, (3) provided additional counseling support with a second 1.0 full time counselor, (4) hired a full time Wellness Coordinator and Social Worker (2 days per week). Given the implementation as planned of these strategies, we have witnessed a decrease in chronic absenteeism (decrease by 21% in two years) and a consistent low suspension rate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulate goal stated above.

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.

The following additional planned strategies will be implemented for 24-25: (1) form a Coordinated Care Team that meets weekly starting the third week of school, (2) expand the role of Wellness to diversify recess activities and support from our students' fathers, and (3) expand the use of restorative practices guided by counselors and admin to resolve student behavioral struggles. These additional strategies are noted above in the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$92,799.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,024.60
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$89,024.60

Subtotal of additional federal funds included for this school: \$89,024.60

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$89,024.60

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Title I	89,024.60

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	89,024.60

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	89,024.60

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 4	89,024.60



# 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
Julia Worster	Other School Staff
Yvonne Logan	Classroom Teacher
Amalia Niewendorp	Classroom Teacher
Veronica Ortega	Classroom Teacher
Brook Johnson	Parent or Community Member
Meagan Millar	Parent or Community Member
Christine Picard	Parent or Community Member
Nancy Paniagua	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

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 September 24, 2024.

Attested:



Principal, Jennifer Dewald on September 24, 2024

SSC Chairperson, Brooke Johnson on September 24, 2024