Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Harriette Kirschen Elementary School

50711676105670
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
May 17, 2023	June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

Kirschen staff, parents, and community are united in our endeavor to develop a purposeful, creative path of learning that will include a safe, enjoyable learning environment that will empower students to become successful and healthy members of society.

At Kirschen, we will create a safe intellectual environment that is conducive to optimal learning where ALL children can grow and achieve their personal best. Our scholars will become independent thinkers, lifelong learners, and contributing citizens.

With this Plan, we affirm our commitment to the central goal of our school, namely:
Providing every child with the skills needed for a life of citizenship and intellectual growth, to empower students to become successful and healthy members of society.

Guiding Principles
- We believe, that through teamwork and collaboration we can lead our students to be successful, caring members of society, which is vital to our democracy.
- Teachers plant seeds of hope believing there is a hidden genius with an important mission to fulfill in their community and in the world.
- All students can achieve their personal, academic, and social potential to accomplish all goals and dreams.
- Our students will be self-confident, motivated, and successful individuals that will make an impact in the community and the world.
- Students who learn academic knowledge and understand their potential for changing the world become capable, caring citizens.

Kirschen Highlights
- School Behavioral and Mental Health Counselors for students and parents
- Positive Behavior School Support Programs
- Spring Talent Show
- Active Student Council
- Student of the Month and Character Assemblies
- 100+ member student chorus

School Description:
School Description
Kirschen Elementary School is located in the southwestern section of the city of Modesto. Built in 1987 on approximately five acres, the school was developed to accommodate the growing population on the Westside of Modesto. The school originally was built for grades K-1 and had less than 400 enrolled with 12 classrooms. Kirschen changed to become a year-round multi-track school in 1992-92 with additional relocatable buildings added to accommodate over 800 K-6 students. The school is located within a low-income neighborhood where all students are able to walk to school. It is unique in that the students represent a wide variety of ethnic and cultural groups.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

X   Schoolwide Program

X   Additional Targeted Support and Improvement

The following student groups have been identified for Additional Targeted Support and Improvement: Asian American Students, English Learner Students, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, and Two or More Races.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly constituted SSC. The plan was collaboratively developed to set goals for improved academic performance, attendance, behavior, and parent involvement. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including Asian American Students, English Learner Students, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, and Two or More Races.

Resource Inequities

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

Upon review of the needs assessment, the greatest needs at Kirschen Elementary School is the academic outcomes of the student groups identified for ATSI. While resources such as site walk throughs to provide supports and suggested instructional strategies have been allocated to meet these needs, due to the lack of equitable access to adequate grade level instruction inequities the need still persists.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Harriette Kirschen Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Harriette Kirschen Elementary School's 2022-2023 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during various SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included in providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in September and October 2022 and during meetings in the spring of 2023.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The following strategies and actions were implemented to increase student proficiency in English Language Arts:
1. Professional development provided for teachers with a focus on Instructional Core, Student Relationships, Student Engagement, Bringing Collaboration to Life
2. Collaboration focused on PLC 'Cycles of Inquiry' through data analysis, lesson design, CFA creation and the enhancement of instructional practices.
3. Site Leadership Team engaged in Dr. Reeves 'Equitable Grading Practices'
4. Job-Embedded Coaching - District ELA Coach Support: Wonders Phonemic Awareness and Phonics PowerPoints (K-1), Data Dive & DIBELS Progress Monitoring (K-6), Critical Reading, ELPAC 101, ELPAC 102, academic vocabulary Instruction (new 6th grade team)
5. Weekly Classroom Visits to monitor GIFT with a focus on student engagement and 4 Domains of English Language Proficiency, and designated English Language Development.
6. Admin Monitored Foundational Skill Instruction and provide immediate feedback on instructional practices
7. The Typist Clerk II Translator supported EL parents with a variety of parent meetings, student assemblies including assistance with student login information to access Distance Learning and communication with teachers.

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

Due to the impact of intermittent staffing shortages from November, 2022 to January 2023, substitute paras and the MTSS Coach had to cover groups. As a result, fidelity, frequency and consistency of programming was interrupted due to these staffing shortages.

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.

It is recommended the strategies outlined be maintained for the 23/24 school year with an emphasis on the Instructional Core and curriculum fidelity.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:
Implement Targeted intervention in the area of phonics and reading fluency using District approved Direct Instruction Programs and fidelity to the core reading and phonics program. Ongoing progress monitoring of students in the well below range.

ELA PD

Based on Observations we identified the following area of need in professional development CIPD support

To address this the school can:
Continue to provide time and professional development to support staff in the cycle of teaching and learning, data analysis, instructional strategies and engagement strategies.

Additionally we analyzed specific data to indicate the following need(s):

Third grade Reading Fluency scores indicated that while 70% of students scored at benchmark on the DIBELS (ORF-Accuracy),while 16% of students scored at Benchmark or above on the (ORF-Fluency) EOY year assessment. In order to increase student ability to read words accurately, effortlessly, and with appropriate phrasing and expression when reading orally, there needs to be a focus on phonics and word attack skills as comprehension and accuracy is on level. While All Kirschen scholars' will benefit from additional targeted instruction and intervention in phonics, reading fluency and reading comprehension. DIBELS progress monitoring needs to be a continued focus specifically for Third Grade teachers. Further refinement of the PLC process and growth on the Know Thy Impact Rubric will be a focus along with Equity grading - calibration of grading using standardized rubrics.

Discuss the areas of strength and need based on data analysis:

Internal measures indicate growth from Beginning of Year (BOY) DIBELs to End of Year (EOY) DIBELs assessment data in ALL grade levels. Notable increases in proficiency occurred over the school year and MTSS goals were actualized for grades 1st through 6th. Kindergarten DIBELS Composite score reflects a 39 percent increase (8%-47%) in proficiency and a 33% percent decrease (73-40%) in intensive students. First grade DIBELS Composite score reflects a 24 percent increase (21%-45%) in proficiency and a 19% decrease in intensive students . Second grade DIBELS Composite score reflects a 14 percent increase (15%-29%) in proficiency and a 20 percent decrease (70%-50%) in intensive students. Third grade DIBELS ORF-Accuracy score reflects an 36 percent increase (34%-70%) in proficiency. Fourth grade DIBELS ORF-Accuracy score reflects a 23 percent increase (57%-80%) in proficiency. Fifth grade DIBELS ORF-Accuracy score reflects an 22 percent increase in proficiency (71%-92%) and a 17 percent decrease (26%-9%) in intensive students. Sixth grade DIBELS ORF-Accuracy score reflects a 16 percent increase in proficiency (65%-81%). Fourth grade students were assessed in three genres (Narrative, Opinion, and Informative). In the Narrative genre, 40 percent of fourth grade students are meeting proficiency and 28 percent of ELs met proficiency, and 25 percent of SWD are proficient. Kirschen implemented MTSS interventions schoolwide with a focus on foundational skills in grades K-3. The district MTSS goal is to decrease by 10% the percentage of students scoring at the intensive range as measured by DIBELS BOY to EOY subtest. 2nd, and 3rd grade met and exceeded that goal this year. 2nd grade decreased the percentage of students scoring well below on NWF/WRC by 12% and 3rd grade by 13%. This year, teachers participated in various professional development opportunities in the area of Critical Reading, DIBELS data dives, progress monitoring, ELPAC, Reclassification, and Instructional Core support to engage students in language and literacy. Although there was a 33 % increase in the EL Reclassification rate from the prior year, the EL Reclassification rate is still relatively low. This indicates that there needs to be a strategic focus on additional English Language Development and foundational skills. English Learners must receive daily designated ELD instruction using the ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English. Teachers must work collaboratively to identify essential grade level and ELD standards that include frequent opportunities for student engagement. Intentionally designed lessons with opportunities for differentiation for all students including EL and SpED.

Students need to know and understand the learning objectives and be able to demonstrate mastery of the concepts/skills through the use of spoken and written language. A full implementation of levelized schoolwide intervention and district English Language Arts coach support with an emphasis on lesson design and progress monitoring to improve teacher skill set in foundational skills instruction. Research on developing proficient readers recommends specific percentage of time to be allocated for teaching students word recognition and comprehension strategies. Daily usage of The Tandem Teaching PowerPoints are systematic and explicit instruction on Phonemic Awareness, Phonics, Blending, which all fall under Word Recognition Strategies. These power points are essential! The site will continue to build capacity with respect to the following: Designated ELD instruction, utilization of 'Push-in' delivery model as appropriate for SWD (students with disabilities), PLCs, weekly classroom visits to monitor GIFT with a focus on foundational skills and student engagement.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1   Improve Distance from Standard 15 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -78	Goal -63
English Learners (EL)	Actual -105	Goal -89
Students with Disabilities (SWD)	Actual -107	Goal -92
Other Student Groups Socio-Economically Disadvantaged	Actual -80	Goal -65

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills. **Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.**					
Schoolwide (SW)	Provide Teacher Collaboration in Professional Learning Communities (PLC's) focused on lesson design and planning to implement the MCS Instructional Norms and Good Initial First Time Teaching (GIFT) Professional development will be focused on student learning, data analysis, lesson design, and the enhancement of instructional practices.	DIBELS Trimester Reading Fluency San Diego Quick Assessments Phonics for Reading Progress Monitoring Rewards Pre & Post Assessments Reading Mastery Progress Monitoring Rewards Pre & Post Assessment Corrective Reading Progress Monitoring	Instructional Materials	Title 1 Supplies and Services	15321

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide Teacher/Staff opportunities to participate in PD aimed at assisting with implementation of Common Core State Standards and training to improve in the area of instructional strategies, data analysis, curriculum planning, lesson development and formative assessment. Weekly classroom walkthroughs will be conducted to ensure that the MCS Instructional Norms and Good Initial First Time Teaching (GIFT) are successfully implemented in the classroom.	DIBELS Trimester Reading Fluency San Diego Quick Assessments Phonics for Reading Progress Monitoring Rewards Pre & Post Assessments Reading Mastery Progress Monitoring Rewards Pre & Post Assessment Corrective Reading Progress Monitoring			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Create parent and teacher trainings, additional collaboration activities, intervention planning and implementation sessions to increase student achievement,	DIBELS Trimester Reading Fluency San Diego Quick Assessments Phonics for Reading Progress Monitoring Rewards Pre & Post Assessments Reading Mastery Progress Monitoring Rewards Pre & Post Assessment Corrective Reading Progress Monitoring Reading mastery Progress Monitoring			
	Provide Parent Academic Nights for English Language Arts with an emphasis on reading fluency	DIBELS Trimester Reading Fluency San Diego Quick Assessments Phonics for Reading Progress Monitoring Rewards Pre & Post Assessments Reading Mastery Progress Monitoring Rewards Pre & Post Assessment Corrective Reading Progress Monitoring			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide before and after school intervention for 1st through 6th grade level students performing below grade level in order to increase ELA proficiency. Plan, organize, and execute remediation strategies, actions, and provide supplemental instructional materials.	DIBELS Trimester Reading Fluency San Diego Quick Assessments Phonics for Reading Progress Monitoring Rewards Pre & Post Assessments Reading Mastery Progress Monitoring Rewards Pre & Post Assessment Corrective Reading Progress Monitoring			
English Learners (EL)	Provide Staff Development focused on ELD standards and how to best support English Language Learners; including overview of integrated and designated ELD, Interpreting EL data and making instructional decisions based on student need, and strategies to develop academic language.	Language for Learning Progress Monitoring Curriculum embedded assessments and progress monitoring for English Language development DIBELS Wonders Unit Assessments			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Supplemental materials needed to access Common Core Standards to directly impact student achievement in literacy, including family literacy events, materials and software. Training will be provided to deliver information and use the materials effectively. Supplemental Curriculum for programs to support English proficiency to increase literacy.	Curriculum embedded assessment data			
	MTSS program to include Language for Learning with an emphasis on 4 domains: Listening , Speaking, Reading and writing	Progress Monitoring using Direct Instruction Assessments, DIBELS & Progress on BOY/EOY ELPAC assessments			
Students with Disabilities (SWD)		Monthly monitoring of SEIS database			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide staff development on effective instructional strategies for various disabilities.				
	Progress monitor students to ensure that IEP goals are implemented and monitored to fidelity.	Case manager Trimester progress reporting on IEP goals, DIBELS, annual IEP meetings			
Other Student Groups Socio-Economically Disadvantaged	Provide teachers with the opportunities to visit other classes focused on instructional routines utilizing the district curriculum.	Increase classroom use of effective instructional routines within the curriculum			
	SAS assigned to at risk students for the purpose of building self-efficacy. Prioritization will be based on student needs.	SAS case list. DIBELS, MTSS progress monitoring			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Classroom visits looking for evidence of equity, social emotional learning and rigor	3 - Minute Walk Throughs , Observation Data, and Reflective conversations with admin.			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The following strategies and actions were implemented to increase student proficiency in Math:
1. Professional development provided for teachers with a focus on Staff was able to receive nine coaching days from the SWUN Coach and 4 from the MCS math coach. The coach and staff members received PD regarding the implementation of the SWUN lesson design, such as the I, WE, YOU lesson design with special attention to Modeling and Beyond the Basic Facts instructional strategies. The PD from both the MCS Math Coach and SWUN Coach included data dives to review both the testing construct and implications for adjusting the teaching path and pacing guide for students not meeting benchmark goals. Data analysis included the review first and second
benchmark tests for grades 3-6 indicates 20% proficiency across the grade levels.
2. Job Embedded Coaching- District Math Coaching Support, Data Dives in both Trimester 1 & Trimester 2, Backwards mapping and planning, POD's intentionally planned based on assessment data
3. Collaboration in PLCs, Cycles of Inquiry based Trimester Smart Goals (15 Day Challenges) focused on data analysis, lesson design, and the enhancement of instructional practices.
4. Professional development provided for Gen Ed & resource teachers to increase student access to core curriculum- Swun Math.
5. Daily Classroom Visits with a focus on curriculum fidelity, GIFT & 4 Domains of English Lang. Prof Implementation of SWUN Math.

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

The strategy of providing before and after school remediation for students in need of additional targeted math intervention for students to encourage automaticity with math facts to increase student number sense and math fluency was not implemented. Due to teacher burnout, the impact of staff shortages and absenteeism

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.

It is recommended all strategies remain for the 2023-2024 school year. Continued Professional development will be provided by both the SWUN and MCS coaches through out the 2023-24. Complete application of both SWUN unit and benchmark tests & data analysis for k-6 will be implemented for the 2023- 24 school year. Common formative assessments will be developed during the PLC 15 day cycle to help guide instruction. A focus on Fact Fluency using SWUNS's Beyond the Basic Facts and school wide/grade level fact fluency incentives will be utilized to increase student fact fluency proficiency. Teachers will utilize the CIPD catalogue to further support their understanding of the SWUN curriculum and good instruction the first time - instructional practices.

IDENTIFIED NEED (Data Analysis)

MATH

Based on CAASPP we identified that 70-89% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:
Strategically focus on intentional practice and implementation of SWUN's Beyond the Basic Fact practice to increase math fluency. Ensure that students are provided multiple opportunities to engage in listening, speaking, reading and writing in all content areas with an emphasis on Math collaborative conversations. During SWUN's Group Math Task Lessons students will have an opportunity to practice math concepts, procedures, math fact fluency and work collaboratively to solve problems. During these lessons, all students participate in group presentation. Additionally, teachers will need to intentionally plan PODs according to the diagnostic assessment data rendered at the beginning of the 2022-2023 school year.

MATH PD

Based on Observations we identified the following area of need in professional development CIPD Support

To address this the school can:
Provide ongoing support from SWUN and MCS coach to increase SWUN math implementation as designed to ensure there is a focus on the flesson design and planning a purposeful foundational skills block.

Additionally we analyzed specific data to indicate the following need(s):

Because the CAASPP test is dependent on students achieving grade level reading proficiency, a focus on reading, witting and speaking during the math instruction is imperative. Further training utilizing the SWUN Group Math Task Lesson will give students the needed opportunity to collaborate, read and write independently. The purpose of SWUN Group Math Task is to monitor student progress towards mastery of Standards for Mathematical Content and Standards for Mathematical Practice. Teachers will then compare and analyze student artifacts to assess student learning and inform next steps in instruction.

Discuss the areas of strength and need based on data analysis:

2022-2023 marks the second year of SWUN math curriculum implementation for in-person instruction. Our next steps include "Side-by-Side Coaching with the SWUN and MCS coaches. In addition, release time for teachers will be provided to observe each other. This will further support equity of instruction, grading and student achievement. The site will continue to engage in professional development for teachers to build capacity with SWUN Math implementation with a focus on conceptual understanding. Utilization of district math coaches and SWUN Math coach for the purpose of increasing instructional practices. Collaboration in PLCs focused on "Cycles of Inquiry", the creation of Common Formative Assessments, data analysis, and lesson planning. Weekly classroom visits to monitor GIFT with a focus on Concept development and student engagement. Site administration will provide immediate feedback on instructional practices. Peer Observations of best practices & GIFT.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2   Improve Distance from Standard 17 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -97	Goal -82
English Learners (EL)	Actual -116	Goal -101
Students with Disabilities (SWD)	Actual -133	Goal -118
Other Student Groups Socio-Economically Disadvantaged	Actual -98	Goal -83

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	In-service and release time for teachers to review critical areas and math curriculum maps to plan and guide instruction. Collaboration in PLCs focused on lesson design and planning to implement the eight standards for mathematical practice, Number Talks to increase student number sense and math fluency.	Math Benchmark Data & Performance Task Data Trimester Report Card Data	Instructional Materials and Supplies	Title 1 Supplies and Services	12085
	Provide before and after school remediation for 1st through 6th grade students. Plan, organize, and execute remediation strategies and actions. Use data to determine additional targeted math intervention for students: after school tutoring.	Math Benchmark Data & Performance Task Data Trimester Report Card Data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
English Learners (EL)	_____ Use data to determine additional targeted math intervention for students to encourage automaticity with math facts to increase student number sense and math fluency _____	_____ Ticket Data _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
Students with Disabilities (SWD)		_____ Math Benchmark Data & Performance Task Data Trimester Report Card Data _____	_____		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional development for resource teachers to increase student access to core curriculum Swun Math Provide staff development for all teachers on effective math instructional strategies for students with disabilities.				
	Provide opportunities for Resource teachers to collaborate with general education teachers and present updates of math support provided to students.	Collaboration minutes			
Other Student Groups Socio-Economically Disadvantaged	Provide teachers with the opportunities to visit other classes during math instruction				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Teachers will be accompanied by an administrator and SWUN Coach while visiting classrooms and a debrief will be held immediately after the visit, monthly			
	Classroom visits looking for evidence of equity, social emotional learning and rigor using appropriate SWUN language supports, collaborative math dialogue with sentence stems and frames and visuals.	3 - Minute Walk Throughs, Observation Data, and Reflective conversations with admin.			

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Students were provided weekly perfect attendance incentives, monthly perfect attendance popcorn parties, and attendance recognition during assemblies. Classrooms with the highest weekly attendance rate won one of two attendance trophies for the week. Each trophy was presented by Principal and Vice Principal, a class picture was taken and posted in the weekly newsletter to staff. During the 1st trimester, district attendance liaison and VIPS were utilized for home visits for chronically absent students. The site utilized the SART/SARB process in tandem with the district's attendance liaison to strategize with families and support improved attendance. Principal, Vice Principal and School Support Manager made phone calls to homes of students on periodically generated chronic absenteeism lists. Starting in January, Principal, Vice Principal and School Support Manager made visits to homes of those students on the chronically absent list while attendance liaison continued with home visits as well. Attendance IEPs started in the beginning of the school year with the majority taking place after Spring Break for those chronically absent students with IEPs. A positive change in attendance was noticed after phone calls home made by administration started and a greater positive change happening in the second half of the year with the implementation of individual weekly and monthly perfect attendance incentives as well as home visits by admin and attendance IEPs.

Chronic absenteeism was the ATSI qualifier for six student groups as well as schoolwide. In the 2021-2022 school year, the subgroups were Asian, English Language Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities, and Two or More Races. These groups had high chronic absenteeism rates: Asian - 33.3%, EL - 37%, Hispanic - 44.7%, SED - 46%, SWD - 54.4%, and Two or More Races - 60.7%. All of these subgroups showed dramatic decreases in chronic absenteeism rates in the 2022-2023 school year, with the smallest decrease at 23% and the largest at 35%. The schoolwide attendance rate increased in the 2022-2023 school year from the 2021 - 2022 school year by approximately 4.15% and the schoolwide chronic absenteeism rate decreased by 29% while the schoolwide chronically absent student count dropped by 87 students.

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

All strategies were implemented as designed with the exception of Saturday School, which was not implemented. An additional impact was our attendance clerk out on leave and her position was filled with subs when possible therefore daily monitoring of attendance and SARTs and SARBs were not completed as frequently as needed.

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.

In addition to the currently implemented strategies outlined in the SPSA, the school will implement for the specific ATSI six subgroups weekly chronic absenteeism reports with weekly phone calls and home visits for early intervention.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Chronic Absenteeism we identified that 0-49% of English Learners students are in need of support / intervention in the area of: Attendance

To address this the school can:
Monitor student attendance and provide support to students with low attendance.Translation will be provided to communicate with EL families through phone calls, and written forms of communication to inform and encourage regular attendance. Chronic absenteeism lists, by ATSI demographic, will be pulled weekly. Calls home will be made weekly. Daily monitoring of EL subgroup for attendance and home visits.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development Access to specific attendance PD

To address this the school can:
coordinate with Attendance Liaison III a parent training on thow regular attendance wil increase their child's academic success at school.

Additionally we analyzed specific data to indicate the following need(s):

Based on Chronic Absenteeism, we have identified the following subgroups with high chronic absenteeism rates: Students with Disabilities 35% , Asian 27.53%, , EL 19.19%, Hispanic 27.59%, Socio-Economically Disadvantaged 27.36%, and Two or More Races 18.18%, as compared to Schoolwide 27.53%

Discuss the areas of strength and need based on data analysis:

Attendance has increased for all subgroups and chronic absenteeism rates have decreased for all subgroups. This could attributed to the change in COVID protocols and the implementation of strategies used to increased attendance.   Areas of need include decreasing the chronic absenteeism of the Asian, Hispanic, EL, Two or More Races and Students with Disabilities subgroups as well as and Schoolwide.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%

| | Increase student attendance rate by 0.5% or to 98%. | | Decrease chronic absenteeism rate by 1% | |
	2022-23 Final Data	**2023-24 Data Goal Increase**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 91.99%	Goal 92.49%	Actual 27.53%	Goal 26.53%
English Learners (EL)	Actual 93.59%	Goal 94.09%	Actual 19.19%	Goal 18.19%
Students with Disabilities (SWD)	Actual 90.61%	Goal 91.11%	Actual 35.00%	Goal 34.00%
Other Student Groups Socio-Economically Disadvantaged	Actual 91.99%	Goal 92.49%	Actual 27.36%	Goal 26.36%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Monitor Student Attendance in order to provide parent support through the SART and SARB process. Monitor and track chronic absent students in order to increase regular on-time attendance	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report Attendance Liaison Reports MCS Dashboard	Field Trips	Title 1 Supplies and Services	10000
	Attendance phone calls from administration and school support manager. Vice Principal, Attendance Liason, School Support Manager, and VIP Officers perform home visits for excessive tardies and absences with an emphasis on chronic absent students.	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report Attendance Liaison Reports MCS Dashboard			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Classroom trophy award for classrooms with highest weekly attendance percentage Monthly Perfect Attendance Popcorn Parties Weekly Perfect Attendance Awards Student Recognition Awards and Assemblies. Engagement and relationship building, partnering with MPD, 10K with a Cop	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report Attendance Liaison Reports MCS Dashboard			
	Student incentives are used to promote weekly and monthly perfect attendance	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report Attendance Liaison Reports MCS Dashboard			
English Learners (EL)	Translation will be provided to communicate with EL families through phone calls, and written forms of communication to inform and encourage regular attendance.	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report MCS Dashboard			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Generate chronic absenteeism reports on the first day of the school week, principal and vice principal making phone calls on the first day of the school week and home visits for early intervention.	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report MCS Dashboard			
Students with Disabilities (SWD)	Provide HS teachers monthly attendance reports for their students	MOSIS & PowerSchool Attendance Reports			
	HS teachers include attendance expectations during Back to School Night presentations and first day of school letters home Work with Resource Specialist and HS teachers to conduct attendance IEPs to address chronic absenteeism after 5 unexcused attendance events.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Socio-Economically Disadvantaged, Asian, Two or More Races, Hispanic	Generate chronic absenteeism reports on the first day of the school week, principal and vice principal making phone calls on the first day of the school week and home visits for early intervention.	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report MCS Dashboard			
	Implement prescheduled "wake up" calls through Parent Square for those students who have three or more tardies.	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report MCS Dashboard			
	Implement "Safe Routes" Walking School Bus in partnership with Tuolomne River Trust	MOSIS & PowerSchool Attendance Reports Chronic Absenteeism Report MCS Dashboard			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The following strategies and actions were implemented to support PBIS:
1.The Student Assistance Specialist provided short-term prevention or early intervention services to children, focused on mental health and wellness.
2. Sierra Vista Mentors assigned to at risk students for the purpose of building self-efficacy with clients.
3. Utilization of General Education BCBA, Special Education BCBA, School Psychologist, and Program Manager to provide professional development for staff to promote inclusive practices.
4. Behavioral Consultation Model Clinician was utilized as a tier 3 support for students to access mental health counseling.
5. District Behavior Coach provided teacher support within the classroom related to behavior and class management strategies
6. Overall, the Kirschen Restorative Practices & PBIS team and administration were able to provide interventions and supports throughout the year for the students in need of mental health and behavior.
7. Previous years of virtual and hybrid learning negatively effected student's development of communication, collaboration, and coping skills which resulted in an increase amount of discipline incidents and higher suspension rates.
8. There was also an increase in the amount of students reporting suicidal ideation resulting in and increased need for Student Assistance Specialist support and attending to crisis situations.
9. Utilization of a Boys' Club for upper grade boys teaching copying strategies.

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

All strategies were implemented as designed and we also collaborated with parents, SAS and behavior specialists through the SST process to strategize around behavior supports needed.

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.

It is recommended that the strategies remain the same in the 2023/24 school year.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents we identified that 50-59% of All students are in need of support / intervention in the area of: PBIS Lessons

To address this the school can:
Kirschen Elementary's focus on Restorative Practices and ongoing PBIS training, utilization of the Second Step curriculum and the utilization of support services (BCBA, SAS, Mentors) had an overall positive effect on the suspension rate when compared to the prior year. For the 23/24 school year, Kirschen will need to continue to build capacity at the site by implementing the social emotional curriculum, Second Step, during the first 3 weeks of school in the primary grades (K-2). Additionally, the PBIS Rewards online store coupled with monthly PBIS events will reinforce student perception of the school as a positive, safe, and inclusive environment.

PBIS PD

Based on Referrals we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:
Focus on student engagement, increased implementation of inclusive practices, relationship building, implementation of Restorative Practices under the lens of district wide focus on equity

Additionally we analyzed specific data to indicate the following need(s):

Two or more races subgroup suspension rate was 9.5% higher than the schoolwide rate and the Asian subgroup was almost 1% higher than schoolwide. There was an increase in suspensions in 2nd - 4th grades from 2021-22 to 2022-2023 school year, with the largest increase in 4th grade with 9 more suspensions from the previous year. Additionally, kindergarten and first grade, and sixth grade had the highest number of behavior referrals with 67, 84, and 45 referrals, respectively, throughout the year.

Discuss the areas of strength and need based on data analysis:

Kirschen Elementary continues to focus on implementation of Restorative Practices and ongoing PBIS training and the utilization of support services (BCBA, SAS, Mentors, BCM). Kirschen implemented a Boys' Club for upper grade boys to build coping skills. A Girls' Group was implemented, though later in the year, to work on self-esteem and coping skills. Being the second year back to in-person school, students are still struggling with communication and behavior skills as well as coping strategies, with an increased need for mental health services. A large number of playground referrals indicate a need for beginning of year trainings on playground and schoolwide expectations to all students, as well as structured recess.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2023 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 2.62%	Goal 2.32%
English Learners (EL)	Actual 0.9%	Goal 0.60%
Students with Disabilities (SWD)	Actual 1.89%	Goal 1.59%
Other Student Groups Two or More Races	Actual 12.12%	Goal 11.82%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Utilize Student Assistance Specialist to provide short-term prevention or early intervention services to children, focusing on building skills in groups or individually. Services include but are not limited to conflict resolution, bullying prevention, coping strategies, classroom presentations that reinforce PBIS and ROAR system and provide character development assemblies. Student Assistant Specialist Classroom presentations to kindergarten through 3rd grade classrooms on safe hands and reporting incidences to school staff members	Playground Referral Data MOSIS Discipline Reports SAS Caseload reports and SAS referral data	1 Day Student Assistant Specialist	Title 1 Supplies and Services	13800
	Mentors assigned to at risk students for the purpose of building self-efficacy. Prioritization will be based on student needs.	Mentor referral list and reasons for referrals			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Police Activities League to provide team members 3 times a week at lunch block to assist in Positive Behavior games	Playground Referral Data MOSIS Discipline Reports	PAL Contract	Title 1 Supplies and Services	13000
	Continue with Boys' Club for upper grade boys to teach coping strategies. Continue with Girls' Group working with self esteem and coping strategies.	Playground Referral data MOSIS Discipline Reports Attendance data for students in the Boys' Club and Girls' Group			
	Implement Boys' Club for 3rd and 4th grades to work with appropriate behaviors, coping strategies and communication skills.	Playground Referral data MOSIS Discipline Reports Attendance data for students in the Boys' Club			
English Learners (EL)	PBIS and Safety Committee to discuss EL and SWD suspensions and plan PD for staff to assist with classroom management behavior issues.	MOSIS Discipline Reports PBIS Rubric analysis MODD Dashboard data on suspension rates			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	District Behavior Coach and BCBA to provide teacher support within the classroom related to behavior and class management strategies	Behavior Coach/BCBA referrals and reasons MOSIS Discipline Reports Teacher and playground referrals			
Students with Disabilities (SWD)	PBIS and Safety Committee to discuss EL suspensions and plan PD for staff to assist with classroom management behavior issues.	Caseload Data from mentor supervisor MOSIS Discipline			
	Utilize BCBA, School Psychologist, Behavior Coach and Inclusion Coach to provide professional development for staff to promote inclusive practices	PD attendance sign - in sheets Classroom walk through evidence of inclusive practices			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Have 2 teachers and Principal or Vice Principal on the SIG-DIS Committee (significantly disproportionate) for the purpose of increasing equity for students with disabilities	Sign - in Sheets for Sig - Dis meetings			
Other Student Groups Two or More Races	Utilize SAS, FSS and BCM to prepare and present parent training regarding parenting skills, discipline, age appropriate consequences and infulence of social media	Playground Referral Data MOSIS Discipline Reports SAS Caseload reports and SAS referral data Mentor referral list and reasons for referrals BCM referal data Parent training sign-in sheet			
	Schoolwide PBIS Rewards system will be used to provide reinforcement to students for desired behavioral expectations.	PBIS Reward Reports and staff/student surveys			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The goal outlined to provide professional development with respect to teacher clarity was met. Utilizing 'Bringing Collaboration to Life' PD, and the PLC rubric, teachers progressed along the PLC continuum (with all grade levels scoring in the 'established and sustaining' categories), refined instructional practices engaging in 'Cycles of Inquiry- 15 Day Challenges. All grade levels were able to attend a Gallo performances, however Great Valley Museum has not resumed traveling teacher science lessons for the 22/23 year.

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

All students in K-6 were able to attend Gallo performances and 5th grade attended a science field trip aligned to the STEM/NGSS standards. However, Great Valley Museum Traveling Teachers were unavailable, the intended implementation of the strategies, actions and budgeted expenditures were not met as to the original plan.

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.

Particularly English Language Learners and economically/socially disadvantaged students, a focus on literacy and grade level reading is an imperative for the 2023-2024 school year. Success in Mathematics and Science rely on students' reading capabilities. Children's success in STEM is contingent on reading at grade level. A national study released showed that one in six children who are NOT reading proficiently in third grade do NOT graduate from high school on time - a rate four times greater than that for proficient readers. - CGLR " The Campaign for Grade-Level Reading." and Donald J. Hernandez - profession of sociology at Hunter College. The focus and plan for Academic Equity, Opportunity & Awareness will be grade level reading for grades K-6. The Multi Tier Support System MTSS specifically target reading difficulties and provides on level and enrichment literacy instruction. The program has imbedded frequent assessment meant to move all student towards proficiency through fluid grouping. In addition, students who are on grade level and above will receive instruction at their literacy needs. School wide resources and strategies will be focused on Reading Fluency for k-6 utilizing ongoing program assessments and DIBELS assessment data.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Grades we identified that 50-59% of All students are in need of support / intervention in the area of: intervention

To address this the school can:
Continue to provide on going training for paraprofessionals and teachers provided by MTSS coach and CIPD ELA coaches. Full implementation of the MTSS program for grades k-6.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Analysis of Assessment Data we identified the following area of need in professional development Access to specific PD

To address this the school can:
Provide professional development in the area of teacher and para lesson design and delivery of both Core and intervention curriculum. A focus on engagement strategies for intervention curriculum is an imperative. A continued focus on engaging students using language and literacy in all content areas using the four domains of listening, speaking, reading and writing. Teachers will Intentionally plan lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

N/A

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5   60% of all 3rd Grade scholars will be reading at grade level as measured by the End of the Year DIBELS Reading Fluency score.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	All students will have access to reading instruction at their level - intervention, on level and above level reading instruction.	Reading fluency Scores • K-6 DIBELS comparing BOY, MOY, & EOY data			
	Provide in-person or virtual field trips that are academically focused and tied to curriculum in order to provide visual supports and real-life, real world opportunities that will build background knowledge, making learning relevant and understandable.	Upon return from field trip, teachers will provide students with the opportunity to share written information relating to the field trip.			
English Learners (EL)		BOY & EOY/Summative ELPAC and Reclassification data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Reading Instruction focusing on English Language Development using Designated and Integrated ELD				
Students with Disabilities (SWD)	ALL students will have the opportunity to be included in MTSS levelized instruction	Reading Fluency scores K-6 DIBELS comparing BOY, MOY & EOY data			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

A total of 11 parent classes were held during the 2022-23 school year. Parents were surveyed during the 2021-22 school year and requested classes regarding strategies to assist their children with homework, technology and utilizing MCS platforms, Navigating the school system, Parent Involvement leads to school success, Understanding the Standards (ELA), Understanding the Standards (Math) Positive Discipline, Parent ESL Classes, and social/emotional supports.

Briefly 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 barriers to the intended implementation and or the budget expenditures. All strategies were implemented.

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.

Increased outreach to families utilizing the Parent Ambassador, Family Support Specialist, Kirschen Website, Facebook, flyers, Parent Square and teacher to parent communication (using technology platforms). Offer workshops in person

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student SEL issues

To address this the school can:
Provide supports and services in behavior, social emotional in the general education environment

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:
Coordinate with CIPD to provide staff professional development on ParentSquare to increase parent involvement and two-way communication and consistency in the schools' communication practices. Parent

Square provides a wide range of multilingual features that can be utilized to benefit the diverse community of parents at Kirschen School.

Additionally we analyzed specific data to indicate the following need(s):

None

Discuss the areas of strength and need based on data analysis:

None

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent involvement in school activities

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Parenting classes to educate parents on social emotional behavior supports and how parents can support their children developmental growth Provide child care during parent meetings and trainings. Provide refreshments for parents during meetings and trainings	Parent training agendas and sign ins	Teacher Curriculum Rate	Title 1 Parent Involvement	1908
			Refreshments	Title 1 Parent Involvement	1000
	Provide extra hours for clerical staff to help organize literacy intervention, parent literacy events, and additional assistance to those students and families in need. Provide parent notifications and updates regarding school related information.	Round Up Family Attendance Parent newsletters Parent handbooks Phone dialer verifications	Child Care	Title 1 Parent Involvement	1363

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Utilize MCS Parent Engagement & Outreach and Parent Ambassador for outreach and workshops.	Parent sign in sheets & parent survey			
English Learners (EL)	Coordinate with Alternvative Education and Special Projects to provide parent ESL classes	Attendance sign in sheets			
	Provide child care for parents attending ESL classes	Attendance sign in sheets			
	Coordinate with CIPD EL Services to provide parent workshops	Attendance sign in sheets			
Students with Disabilities (SWD)		Attendance sign - in sheets			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Special Education parent orientation to increase two-way communication and increase home to school connection				
	Encourage Parent participation in monthly Family Friday Read-ins	Attendance Sign - in and Raptor System			
Other Student Groups Two or More Races	FSS will present on parenting resources and how to help your student succeed in school	Attendance sign -in sheets Playground and classroom referrals			

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Provide intervention and support for 1st through 6th grade level students performing below grade level in order to increase ELA proficiency .	Instructional Para (3hr)	Title 1 Positions	22283	ELA
	Instructional Para (3hr)	Title 1 Positions	22283	
	Instructional Para (5hr)	Title 1 Positions	35653	
Provide additional translated communication with EL families through phone dialers, parent conferences, phone calls, letters and other written forms of communication for the purpose of increasing parent involvement.	TC II Translator (2hr)	Title 1 Positions	17257	Parent Involvement
Professional development provided for teachers with a focus on Adult Wellness, Student Relationships, Student Engagement, Bringing Collaboration to Life	Substitute Teachers	Title 1 Professional Development	6119	All Goals

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title 1 Positions	97476	0.00
Title 1 Professional Development	6119	0.00
Title 1 Parent Involvement	4271	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	64206	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$172,072
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$
Total Funds Provided to the School Through the Consolidated Application	$172,072
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	$172,072.00
Grand total budgeted including carryover from Section 11	$172,072

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: $

Total of State and local programs that the school is including in the schoolwide program: $

Section 8 School Site Council Membership

2023 - 2024 **SCHOOL SITE COUNCIL (SSC) MEMBERSHIP** **Elementary (K-6)** **SCHOOL: Harriette Kirschen Elementary School**	

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members	**Staff**
1. Name: Miriam Hernandez Term: 2022-2024 XParent Community Member	1. Name: Millie Jackson **Principal**
2. Name: Jasmine Gonzales Term: 2022-2024 XParent Community Member	2. Name: Bee Yang Term: 2022-2024 **Teacher**
3. Name: Griselda Hernandez Term: 2022-2024 XParent Community Member	3. Name: Betty Daneilo Term: 2022-2024 **Teacher**
4. Name: Jocelyn Perez Term: 2022-2024 XParent Community Member	4. Name: Alejandra Tompkins Term: 2022-2024 **Teacher**
5. Name: Isela Oseguera Term: 2022-2023 XParent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Michele Linhares Term: 2022-2024 **Other School Staff**

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Yessenia Soria	English Language Advisory Council (ELAC)
Delichia Dunham	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/17/2023 03:00 pm

Attested:

Millie Jackson	SSC Chairperson
Betty Danielo	SSC Vice Chairperson
Bee Yang	SSC Secretary