



School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Martin Luther King High School
Address	635 B St. Davis, CA 95616
County-District-School (CDS) Code	57726785732219
Principal	Cristina Buss
District Name	Davis Joint Unified School District
SPSA Revision Date	March 1, 2022
Schoolsite Council (SSC) Approval Date	May 27, 2021
Local Board Approval Date	June 3, 2021

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

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School Vision and Mission

King High's vision, mission, and learning outcomes were developed by the King staff with input and approval from students and parents/guardians. A series of meetings and focus groups were held over the past few years.

Vision: King High's vision is to ensure that every student in our community thrives.

Mission: At King High:

- We care for the whole child by providing them with a safe and welcoming environment, connecting them to resources, addressing their changing needs, and treating them as capable students.
- We expect students to graduate and provide supports by allowing them to earn and recover credits in a variety of ways.
- We aim to ignite confidence in students to reconnect them with their learning.
- We help students to explore post-graduation opportunities.
- We teach students to think and care about something bigger than themselves and to connect to their community.

Student Learner Outcomes:

Our students will be Present, Positive, and Productive at school and in their personal, extracurricular, and post-high school lives.

- **Present:** in their lives, as listeners, with open minds, clear heads
- **Positive:** they are empathetic, compassionate, kind, hopeful, confident, and can think of something greater than themselves
- **Productive:** they can learn, they want to continue learning, they can be critical thinkers, they can analyze information, they can apply what they learn to their own lives, they have academic and real-world skills, they are active in their education and their journey towards their goals, they are literate, they are creative, they have a solid foundation in math concepts, they are strong writers and readers, they have a plan for the future

School Profile

School & District:

Martin Luther King (Jr.) High School is a continuation school serving tenth through twelfth graders in Davis, California. We are part of the Davis Joint Unified School District (DJUSD).

Students:

King High provides an alternative environment for students who are credit deficient, who need a student-centered, small learning environment, or who otherwise have not been successful at traditional schools. The majority of our students are referred to King because they are in danger of not graduating. Many of our students represent the opportunity gap. School and district assessments and standardized testing show that many are deficient in literacy skills and are usually disenfranchised students who have been marginalized through their school experience. Many have social emotional barriers or have missed significant amounts of instruction.

In the past five years more students are actively seeking out our program, including a number of students from neighboring school districts, due to its improving reputation for flexibility and success in helping students achieve their goals. In addition to students who attend King for credit recovery, we serve a relatively high number of students who are in foster care, are homeless, or have other difficult factors influencing their lives. We have students who come to King because of physical or mental health issues, problems with substance abuse, or family and living situations that make a traditional schedule at a comprehensive high school unrealistic. Many enroll at King with a history of chronic absenteeism, truancy, and/or school refusal. Most students who enroll at King end up staying at King through graduation; in the past six years, fewer than five students have requested a transfer back to a traditional high school after recovering credits.

Graduates:

Students graduate from King on the day they complete all requirements. Our graduates leave with a high school diploma

and a post-graduation plan. Our curriculum is not A-G approved so college-bound students transition through community college before applying to four-year universities. Through the graduation checkout process students complete an application for local scholarships and create community college and financial aid accounts. Most students graduate during their 12th grade year, but some graduate as fifth year seniors or as juniors.

Classes & Culture:

Our program allows students to complete their graduation requirements, choose from elective offerings (both for needed credits and enrichment), and become involved in a vibrant campus community with clubs and community activities. The variable credit model allows students to personalize their learning and move through classes at their own pace. Classes are multi-grade level. As a trauma-informed school we proactively maintain a positive, safe environment where our students quickly become part of the "King Family." Many students report feeling more connected to King than to any of their previous schools, and this is proven in our YouthTruth survey results, testimonials, and graduate exit interviews. Students may be concurrently enrolled at Davis Senior High School for classes such as foreign languages, Career & Technical Education (CTE), or other specialized electives.

Enrollment & Schedule:

Our total enrollment fluctuates from 50 to 75 students in a typical school year. Overall, we enroll about 80 to 100 students during the year. In the past five years we have occasionally accepted younger students into our program if they strongly advocate for themselves to attend King or have specific needs suitable to King's program. We have seen an increase in inter-district transfer students who choose King over the continuation school offered in their home district. Typically students are enrolled at the beginning of a new quarter; however, we do make exceptions for students who are in crisis and need immediate placement. Our schedule includes an AM session (8:30-11:30 a.m.) and a PM session (12:30-3:30 p.m.). Some students utilize the lunch hour as a study hall period or for Study Skills. Most students attend either AM or PM session, but some apply for an extended day or to have a split schedule, in which they take at least one class during both AM and PM sessions and also stay for study hall.

Demographics:

Compared to the DJUSD, a disproportionate number of King students come from families with a lower socioeconomic status. We frequently have families dealing with rising rental prices and lack of options for housing. Typically about 50% of families qualify for Free & Reduced Price Meals (FRPM). This qualifies King High for Title I funds. In October 2021, King had 53% of students qualify for FRPM.

Because our enrollment often fluctuates, our demographics do as well. As of the CALPADS date in October 2021, our student body was 53 students. Of those, the ethnicity breakdown was:

- 1 American Indian/Alaskan Native (2%)
- 3 Asian (5.5%)
- 3 Black /African American (5.5%)
- 26 Hispanic (49%)
- 20 White (38%)

As of March 2022, our student body is 68 students. Of those, the ethnicity breakdown is:

- 2 American Indian/Alaskan Native (3%)
- 3 Asian (4%)
- 4 Black/African American (6%)
- 36 Hispanic (53%)
- 23 White (34%)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Certificated and classified staff, students, and parents/guardians are involved as part of our Site Council. King students graduate on the day that they finish their credits; as a result, having consistent student attendance and parent/guardian representation on Site Council is a challenge. We endeavor to have consistency in our staff representation on Site Council, and to keep coherence between WASC goals, our SPSA, and District goals as articulated in the LCAP. King's SPSA is presented to the site council each year for feedback, revision, and approval. SPSA goals and funding decisions are directly correlated to the district LCAP. Goals and funding are designed to meet student needs as identified from this data analysis.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	1	1	2
Grade 11	19	12	12
Grade 12	37	28	28
Total Enrollment	57	41	42

Conclusions based on this data:

1. Our primary ethnic subgroups are consistently Hispanic/Latino and White. In recent years, the Hispanic/Latino group has been our primary subgroup.
2. We had large graduating classes in 2019 and 2020, which resulted in low Fall enrollment in 2020 and 2021. Spring 2021 enrollment was back up to 64 students, and Spring 2022 is up to 68 students.
3. As of March 2022, the Document Tracking System has not pulled in numbers for the 2021-22 school year. DJUSD is aware of this issue and is working on getting an update for our SPSA. To complete this for inclusion as Chapter V of our 2021-22 WASC report (due March 23, 2022), we are using internally pulled data for 2021-22 demographics.

As of the CALPADS date in October 2021, our student body was 53 students.

Of those, the ethnicity breakdown was:

- 1 American Indian/Alaskan Native (2%)
- 3 Asian (5.5%)
- 3 Black /African American (5.5%)
- 26 Hispanic (49%)
- 20 White (38%)

The grade level breakdown was:

- 2 10th graders
- 13 11th graders
- 38 12th graders

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	2	4	7	3.5%	9.8%	16.7%
Fluent English Proficient (FEP)	11	7	9	19.3%	17.1%	21.4%
Reclassified Fluent English Proficient (RFEP)	2	0	1	66.7%	0.0%	25.0%

Conclusions based on this data:

1. We serve a low number of English Learners, making it difficult to build on-going systems to support those we do serve. The low numbers also make it difficult to articulate trends that might show in the percentages; by percentage alone, our population of EL students almost tripled this year, but that was a difference of just two students.
2. We have very few novice students, and don't have programs built in to serve them besides with one-on-one paraeducator support.
3. Our number of EL students have generally increased over the past few years. Numbers were significantly lower in Fall 2021 than in Spring 2022.

As of October 2021, we had 6/53 students designated as English Learners.

- 3/6 are EL Level 2
- 3/6 were EL Level 3

6/53 students = 11.3% EL.

As of March 2022, we have 19/68 students designated as English Learners.

- 1/19 is initially Fluent English Proficient (FEP).

1/68 students = 1.5% FEP.

- 3/19 are EL Level 2
- 3/19 are EL Level 3
- 2/19 are EL Level 4
- 1/19 are Novice

10/68 students = 14.7% EL.

- 9/19 are Redesignated Fluent English Proficient (RFEP)

9/68 students = 13.2% RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28	29	27	11	21	4	11	21	4	39.3	72.4	14.8
All Grades	28	29	27	11	21	4	11	21	4	39.3	72.4	14.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2582.	2488.	*	18.18	9.52	*	27.27	14.29	*	45.45	14.29	*	9.09	61.90	*
All Grades	N/A	N/A	N/A	18.18	9.52	*	27.27	14.29	*	45.45	14.29	*	9.09	61.90	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	27.27	14.29	*	54.55	38.10	*	18.18	47.62	*
All Grades	27.27	14.29	*	54.55	38.10	*	18.18	47.62	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.18	9.52	*	54.55	28.57	*	27.27	61.90	*
All Grades	18.18	9.52	*	54.55	28.57	*	27.27	61.90	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.18	0.00	*	72.73	61.90	*	9.09	38.10	*
All Grades	18.18	0.00	*	72.73	61.90	*	9.09	38.10	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	36.36	9.52	*	45.45	42.86	*	18.18	47.62	*
All Grades	36.36	9.52	*	45.45	42.86	*	18.18	47.62	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No testing in 2020 due to COVID. Previously, CAASPP participation rates went back up significantly in 2018-2019, compared to the previous year.
2. A large percentage of our students who tested achieved at the "Standard Nearly Met" level; this could be a group to focus on for improving scores in future years.
3. As our participation rate decreased in 2017-2018, our percentage of students who achieved at the "Exceeded Standard" level correspondingly increased. Conversely, as the participation rate increased again in 2018-2019, our percentage for "Exceeded Standard" dropped and there was a corresponding increase in "Below Standard."

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28	29	27	13	20	4	13	20	4	46.4	69	14.8
All Grades	28	29	27	13	20	4	13	20	4	46.4	69	14.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2514.	2458.	*	7.69	5.00	*	0.00	0.00	*	23.08	15.00	*	69.23	80.00	*
All Grades	N/A	N/A	N/A	7.69	5.00	*	0.00	0.00	*	23.08	15.00	*	69.23	80.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.69	5.00	*	15.38	0.00	*	76.92	95.00	*
All Grades	7.69	5.00	*	15.38	0.00	*	76.92	95.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.69	5.00	*	38.46	35.00	*	53.85	60.00	*
All Grades	7.69	5.00	*	38.46	35.00	*	53.85	60.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.69	5.00	*	38.46	35.00	*	53.85	60.00	*
All Grades	7.69	5.00	*	38.46	35.00	*	53.85	60.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our "Below Standard" has been the largest percentage group for the past three years.
2. Testing was not done in 2020 due to the pandemic, so no data is available.
3. Our Math performance levels are lower than our English performance levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										*	4	8

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*		*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*		*	*		*	*		*	*	*	*	*
12		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*		*	*		*	*		*	*	*	*	*
12	*	*	*		*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*		*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11		*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*		*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	*	*		*	*		*	*	*	*	*
12	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	*	*		*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11		*	*	*	*	*		*	*	*	*	*
12	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We had a very low number of students (5-8) students who participated in ELPAC in 2020-21.
2. No data available.
3. No data available.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
42	57.1	16.7	2.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	16.7
Foster Youth	1	2.4
Homeless	3	7.1
Socioeconomically Disadvantaged	24	57.1
Students with Disabilities	12	28.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	2.4
American Indian or Alaska Native		
Asian	2	4.8
Filipino		
Hispanic	21	50.0
Two or More Races	2	4.8
Native Hawaiian or Pacific Islander		
White	16	38.1

Conclusions based on this data:

- Over 40% of our students come from socioeconomically disadvantaged backgrounds; this is an area we can address by continuing to provide social services, support for families, and trauma informed practices.

2. We have a relatively high number of students with disabilities, and a relatively low number of English Learners.

3. For 2021-22, we pulled internal data from October 2021.

Total Enrollment = 54

Socioeconomically disadvantaged = 53%

English Learners = 11.3%

Foster Youth = 1.8%






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Green	Suspension Rate  Green
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Small population size and limited data leave us without ratings in many categories.
2. According to the Dashboard, our graduation rate was only 71.4%. We suspect that some errors in how student exits from King are coded may play a role in this low number, as we self-report much higher graduation rates. This will be an area to focus on for the future.
3. There are no Dashboard indicators for Fall 2020, and we do not yet (as of March 2022) have updated information for Fall 2021.

School and Student Performance Data

Academic Performance English Language Arts

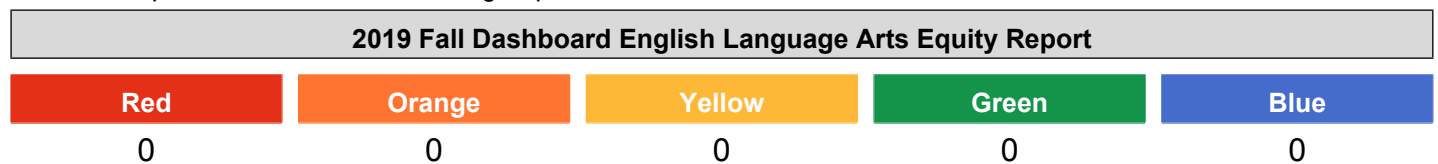
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 67.6 points below standard 11		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 9
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Conclusions based on this data:

1. No data available.
2. No data available.
3. No data available.

School and Student Performance Data

Academic Performance Mathematics

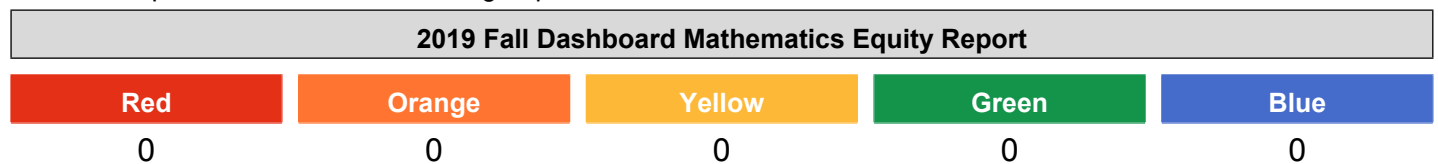
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1. No data available.
2. No data available.
3. No data available.

School and Student Performance Data

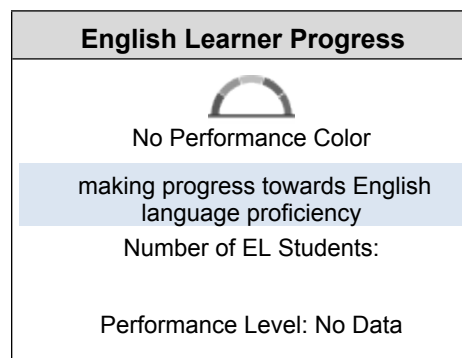
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No data available.
2. No data available.
3. No data available.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	34	100
African American	1	2.9
American Indian or Alaska Native		
Asian	1	2.9
Filipino		
Hispanic	18	52.9
Native Hawaiian or Pacific Islander		
White	11	32.4
Two or More Races	3	8.8
English Learners	7	20.6
Socioeconomically Disadvantaged	17	50
Students with Disabilities	10	29.4
Foster Youth	1	2.9
Homeless	2	5.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. In 2019, the percentage of students "approaching prepared" increased.
2. Most subgroups were too small to be analyzed.
3. Our overall levels of preparation for College/Careers decreased in all countable subgroups.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data available.
2. No data available.
3. No data available.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	34	21	0	61.8
English Learners	7		0	
Foster Youth	1		0	
Homeless	2		0	
Socioeconomically Disadvantaged	17	12	0	70.6
Students with Disabilities	10		0	
African American	1		0	
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	18	12	0	66.7
Native Hawaiian or Pacific Islander				
White	11	7	0	63.6
Two or More Races	3		0	

Conclusions based on this data:

1. Graduation rate for SED students was higher than overall graduation rate.
2. We suspect that some of our coding of student exit reasons may not be flagged correctly; we hope to see graduation rates go up significantly when we focus on what is being coded how students are being coded as they exit.
3. Graduation rate for Hispanic students was slightly higher than for White students.

School and Student Performance Data

Conditions & Climate Suspension Rate

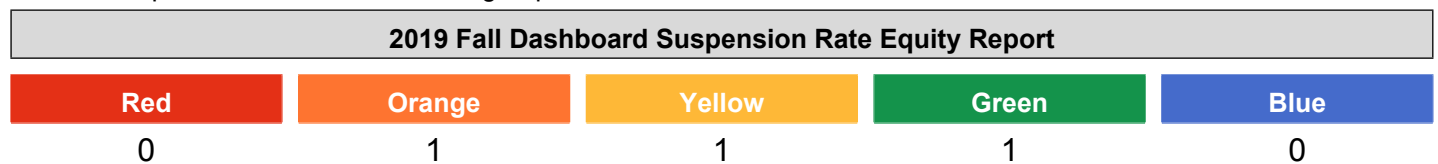
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">4.4</div> Declined -6.7 91	English Learners  No Performance Color Less than 11 Students - Data Not 4	Foster Youth  No Performance Color Less than 11 Students - Data Not 6
Homeless  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> 11	Socioeconomically Disadvantaged  Yellow <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">6.5</div> Declined -7.5 46	Students with Disabilities  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Declined -9.5 21

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 Declined -11.8 41	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 1	 Orange 5.1 Increased +0.3 39

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.1	4.4

Conclusions based on this data:

1. Our number of students in this section shows a total of 91. The totals when looking at demographic information was 41 students. We would like to verify these numbers.
2. One student being suspended multiple times may have had an impact on this data.
3. Many subcategories are too small to be counted.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Multi-Tiered Systems of Support & Data Inquiry Cycle

Goal Statement

WASC Goal #1: Our MTSS team needs to create an annual plan for data analysis to drive interventions.

- Academic: King needs to implement systems to regularly assess student levels and progress. This will allow us to identify student learner needs and create a professional development plan based on student needs. We will use iReady assessments to measure student baseline levels, and create staff-wide professional development goals to promote student growth.
- Attendance: Regular review of overall and individual student attendance trends, with goals of improving attendance rate.
- Social Emotional: Bring YouthTruth survey results to stakeholders to increase community involvement, identify needs, and provide appropriate support.

LCAP Goal

DJUSD LCAP Goal #1: All students will experience 21st Century teaching and learning. To increase student preparation for college and careers, we will prioritize student access to rigorous learning environments with best practices for first instruction, high-quality assessments and subsequent interventions, and relevant technology and materials to facilitate learning. All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.

Basis for this Goal

WASC 2021 Self Study and Visiting Committee Report; academic scores (CAASPP and iReady); attendance rates; YouthTruth survey data; credit-earning data and graduation rates

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student proficiency on academic assessments including iReady and CAASPP.	iReady assessment scores from Fall 2021 (English), Winter 2022 (English and Math), and Spring 2022 (English and Math). CAASPP data from Spring 2022.	We should have 2-3 iReady assessment scores for each King student each academic year. As we develop and administer interventions based on student levels, we hope to see individual students progress to higher levels on English and Math iReady scores. Student participation rates in CAASPP should increase as students become more comfortable with online assessments. Percent proficient, or changes in percentages, in English and Math CAASPP should be consistent across subgroups as we provide relevant interventions to all students.

Metric/Indicator	Baseline	Expected Outcome
Attendance rates as measured by ADA and percentage of students on campus daily.	2021-22 attendance rates.	Increased ADA and increased percentage of students on campus each day.
Student, Family, and Staff ratings on annual YouthTruth surveys	2021-22 YouthTruth ratings and trends from previous years.	Maintain high ratings in areas such as school climate and culture; increase ratings in areas such as belonging & peer collaboration.
Credit-earning data and graduation rates	Credit-earning data as analyzed for 2021 WASC self-study. Graduation rates for AB104 and traditional track students from Class of 2022.	Increase in students completing traditional King High graduation requirements as AB104 sunsets. Increased percentage of eligible seniors graduating.

Planned Strategies/Activities

Strategy/Activity 1

Goal 1.1: Academic--King needs to implement systems to regularly assess student levels and progress. This will allow us to identify student learner needs and create a professional development plan based on student needs. We will use iReady assessments to measure student baseline levels, and create staff-wide professional development goals to promote student growth.

Students to be Served by this Strategy/Activity

Unduplicated Students; All Students

Timeline

7/1/2022 to 6/30/2023

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	1125
Source	LCFF - Base
Budget Reference	None Specified
Description	<p>Actions to include:</p> <ul style="list-style-type: none"> • Staff collaboration time to review iReady data. • Training on iReady, data analysis, and providing interventions. • Literacy coaches and paraeducator support for students. • Provide high quality materials, curriculum, and well-trained staff to maintain engaging classes, programs, and school environment. • Conference registrations and travel expenses to support PD on literacy across the curriculum and best instruction for English Learners. • Support for PD and collaboration.

Amount	6041
Source	Title I Part A: Allocation
Budget Reference	None Specified
Description	<ul style="list-style-type: none"> Materials for Core and Elective courses, including technology. Support for PD and collaboration.

Strategy/Activity 2

Goal 1.2: Attendance--Regular review of overall and individual student attendance trends, with goals of improving attendance rate.

Students to be Served by this Strategy/Activity

Unduplicated Students; All Students

Timeline

7/1/2022 to 6/30/2023

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Base
Budget Reference	None Specified
Description	<p>Actions to include:</p> <ul style="list-style-type: none"> Staff collaboration time to review attendance data. Extra-duty staff time to communicate with families about student attendance. Site-based incentives to encourage attendance.

Strategy/Activity 3

Goal 1.3: Social Emotional--Bring YouthTruth survey results to stakeholders to increase community involvement, identify needs, and provide appropriate support.

Students to be Served by this Strategy/Activity

Unduplicated Students; All Students

Timeline

7/1/2022 to 6/30/2023

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	4160
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	<p>Goals primarily to improve climate for unduplicated population.</p> <p>Actions to include:</p> <ul style="list-style-type: none">• Staff collaboration time to review YouthTruth data.• Family and student focus groups, including community events with food and activities, to review data trends and get feedback from stakeholders• Student leadership club with budget to support campus activities• Supports as recommended by stakeholders and student leadership groups.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

College & Career Readiness

Goal Statement

WASC Goal #2: Increase the number of students who are College and Career Ready as measured by the California Dashboard indicators for alternative schools, and as reflected by graduate exit interviews and alumni surveys.

- Improve access to CTE pathways for King students
- Increase student participation in internships, work readiness, and job skill training programs
- Increase percentage of students participating in the Advanced Education Program (taking a community college course while enrolled in high school)
- Systematize graduate exit interviews and annual alumni surveys, including data analysis and sharing results out with stakeholders.

LCAP Goal

DJUSD LCAP Goal #1: All students will experience 21st Century teaching and learning. To increase student preparation for college and careers, we will prioritize student access to rigorous learning environments with best practices for first instruction, high-quality assessments and subsequent interventions, and relevant technology and materials to facilitate learning. All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.

Basis for this Goal

WASC 2021 Self Study and Visiting Committee Report; YouthTruth survey data; CCR indicators from California Dashboard for alternative schools (DASS); graduate exit interviews

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student participation in CTE pathways, pathway completers.	No access to CTE pathways in 2021-22 school year, no pathway completers.	Increased access to CTE pathways and possible increase in number of CTE completers.
Student participation in internships, work readiness, job skill training programs, and Advanced Education Program.	Number of students working with Harbor Freight Fellowship, DJUSD internship programs, Department of Rehabilitation, WIOA, "Dream It, Be It," Workability, earning work-ready certificates, or participating in AEP during 2021-22 school year.	Increase in percentage of students working with these programs.

Planned Strategies/Activities

Strategy/Activity 1

Goal 2.1: Improve access to CTE pathways for King students

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Principal, District Office & DJUSD CTE Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	<p>Actions to include:</p> <ul style="list-style-type: none">• Support King teacher(s) in earning CTE credentials, including providing release days and sub coverage as needed.• Explore adding CTE pathways at King (bike shop to Transportation, science to Patient Care/Health Sciences or Agriculture), including extra hours of collaboration and PD• Supplies to support core and elective classes as they work to become CTE courses• Supplies and materials for core and elective classes to increase student engagement in CTE-area classes and topics• Transportation for students to take CTE classes at other DJUSD high schools, if desired

Strategy/Activity 2

Goal 2.2: Increase student participation in internships, work readiness, job skill training programs, and Advanced Education Program.

Students to be Served by this Strategy/Activity

All Students; Unduplicated Students

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

Principal, Counselor, Special Education staff, Teachers, DJUSD CTE & Intern Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Allocation
Budget Reference	None Specified
Description	<p>Actions to include:</p>

- Hours or FTE for King staff to coordinate connecting students with programs such as Harbor Freight Fellowship, DJUSD internship programs, Department of Rehabilitation, WIOA, "Dream It, Be It," Workability, earning work-ready certificates, or participating in AEP.
- Material support for students participating in these programs as needed.
- PD to "train the trainer" and/or student training brought to campus (CPR, First Aid, SafeServ, etc.)

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School-wide Assessment

Goal Statement

WASC Goal #3: King will continue to work with the district to identify and implement school wide assessments to measure student academic performance levels individually and as a school as a whole.

LCAP Goal

DJUSD LCAP Goal #2: Closing the Opportunity & Achievement Gap. We will provide opportunities for every student to be successful by removing barriers, providing services, assessing needs, facilitating appropriate interventions, and providing high quality instruction based on relevant and rigorous standards. All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaborating on closing the achievement gap.

Basis for this Goal

WASC 2021 Self Study and Visiting Committee Report

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student completion of iReady assessments.	During the 2021-22 school year all King students should have taken the English and Math iReady assessments at least one time.	Increased completion of iReady assessments, up to 3x per year. Increased use of MyPath and other interventions based on student iReady levels.
Amount of individualized intervention provided to students based on iReady scores.	iReady was first administered in Fall 2021, and we began experimenting with MyPath without tracking any data about participation.	Increased use of MyPath and other individualized interventions.

Planned Strategies/Activities

Strategy/Activity 1

Goal 3.1: Implement school wide assessments to measure student academic performance levels individually and as a school.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2022-06/30/2023

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Allocation
Budget Reference	None Specified
Description	<div>Actions to include:<ul style="list-style-type: none">• Staff collaboration time to review iReady data.• Training on iReady, data analysis, and providing interventions.• Literacy coaches and paraeducator support for students.• Provide high quality materials, curriculum, and well-trained staff to maintain engaging classes, programs, and school environment.• Conference registrations and travel expenses to support PD on literacy across the curriculum and best instruction for English Learners.• Support for PD and collaboration.</div>

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Data Inquiry Cycles

Goal Statement

WASC Goal #4: All staff need to complete full cycles of data inquiry in MTSS (Behavior, Academics, and Social/Emotional) to ensure the success and growth of all students at King HS.

LCAP Goal

DJUSD LCAP Goal #1: All students will experience 21st Century teaching and learning. To increase student preparation for college and careers, we will prioritize student access to rigorous learning environments with best practices for first instruction, high-quality assessments and subsequent interventions, and relevant technology and materials to facilitate learning. All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.

Basis for this Goal

WASC 2021 Self Study and Visiting Committee Report

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff participation in data inquiry cycle, including MTSS meetings, intervention planning, WASC self-studies, and community outreach to share data with stakeholders.	Most staff participate in MTSS meetings, but the process lacks structure and follow-up steps in 2021-22.	Clear MTSS calendar, including follow-up steps after using data to determine areas of student need.

Planned Strategies/Activities

Strategy/Activity 1

Goal 4.1: Provide structure and support for MTSS team to include all staff. Create robust meeting calendar with support (food, paid hours) to ensure that interventions are provided after needs are identified, and that the efficacy of these interventions is then investigated.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022-6/30/2023

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	<p>Actions to include:</p> <ul style="list-style-type: none">• Staff hours to lead MTSS team• Staff hours to meet as whole-school MTSS team• Food and supplies for MTSS team meetings• Materials, professional development, and staff time to provide interventions based on identified student needs• Core and elective class materials as needed to provide interventions

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Stakeholder Participation

Goal Statement

WASC Goal #5: Develop a process to ensure that all stakeholders (students, parents, district staff, site staff) participate in the self-study process including the analysis of data and learner outcomes.

LCAP Goal

DJUSD LCAP Goal #3: Safe and Inclusive Communities. All students will have equal opportunity to learn in a culturally relevant and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners.

Basis for this Goal

WASC 2021 Self Study and Visiting Committee Report

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Participation rates in data analysis, self-study process, and review of Mission/Vision/SLOs as self-reported by stakeholder groups.	2022 survey of parents/guardians, students, staff, and community members to assess how involved in site data analysis, self-study process, and review of school information they felt during the 2021-22 school year. To be administered annually.	Increase in self-reported participation of all stakeholder groups.

Planned Strategies/Activities

Strategy/Activity 2

Goal 5.1: Outreach to stakeholder groups including parents/guardians, students, staff, and community members to assess how involved they feel in data analysis, community-building, and progressing as a school community. Providing support to increase participation from these groups, including general increase in community engagement.

Students to be Served by this Strategy/Activity

All Students; Staff; Parents/Guardians; Community Members

Timeline

7/1/2022-6/30/2023

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Base
Budget Reference	None Specified
Description	<p>Actions to include:</p> <ul style="list-style-type: none"> • Hours for a staff liaison to reach out to parent groups, help lead parent advisory/support groups, and provide translation, especially during future self-studies • Hours for collaboration to create surveys to be sent to stakeholder groups and to analyze data from these surveys • Community events to increase engagement, food for community events, incentive prizes for participation, bringing guest speakers to events, etc. (Welcome Nights, Back to School Night, Open House, etc.)

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

To increase student preparation for college and careers, we will prioritize student access to rigorous learning environments with best practices for first instruction, high-quality assessments and subsequent interventions, and relevant technology and materials to facilitate learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores, alumni survey results, student persistence in college, participation in CTE/internship programs, participation in Distance Learning, credit-recovery rates.	Increased credit-earning, participation in school (distance learning or in-person), reports of better persistence in college, increased participation in CTE/internship programs leading to success in careers as reported on alumni survey.	CAASPP scores are not yet available for the 2021-22 school year, and CAASPP was not taken in 2020-21. Since returning to in-person learning, we have seen students participating in internship programs (Harbor Freight Fellowship) again. We do not have students participating in CTE programs. Alumni surveys have been limited to graduate exit interviews this year. Graduates report having a plan of what they will do next, and they all have community college and financial aid applications completed.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Goal 1.1: Increase rigor to increase student success at college and careers (2018 WASC Goal #3). Actions to include materials for core and elective courses, updating classroom technology, and teacher training on Common Core, NGSS, and best practices for first instruction (MTSS) (2018 WASC Goal #4), conference registrations and travel expenses, PD on literacy across the curriculum, and participation in site visits, field trips, and access to internships to learn about college and career opportunities.	Class materials, MTSS meetings, site visits, field trips, internship programs.	Actions to include materials for core and elective courses, updating classroom technology, and teacher training on Common Core, NGSS, and best practices for first instruction (MTSS) (2018 WASC Goal #4), conference registrations and travel expenses, PD on literacy across the curriculum, and participation in site visits, field trips, and access to internships to learn about college and career opportunities. Expenditure: \$5,476 None Specified LCFF - Supplemental 5476	Class materials, MTSS meetings, site visits, field trips, internship programs. Expenditure: \$5,476 None Specified LCFF - Supplemental 5476

Analysis

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

King staff participated in site visits to learn about other continuation programs. We updated classroom materials, especially for Science and Art. Staff led field trips to UC Davis, Sierra Community College, the Yolo County Library Book Sale, and others. We utilized MTSS and staff meeting time to begin professional development on literacy.

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

These strategies were effective in terms of increasing student awareness of college and career opportunities, and in providing updated materials for classrooms. Other areas of the proposed strategies were not pursued as planned.

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

The only difference is that some items, such as on-going professional development around literacy, have not yet been pursued.

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.

Goal 1 is modified to: Multi-Tiered Systems of Support & Data Inquiry Cycle.

Goal 1.1: Academic--King needs to implement systems to regularly assess student levels and progress. This will allow us to identify student learner needs and create a professional development plan based on student needs. We will use iReady assessments to measure student baseline levels, and create staff-wide professional development goals to promote student growth.

Goal 1.2: Attendance--Regular review of overall and individual student attendance trends, with goals of improving attendance rate.

Goal 1.3: Social Emotional--Bring YouthTruth survey results to stakeholders to increase community involvement, identify needs, and provide appropriate support.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

We will provide opportunities for every student to be successful by removing barriers, providing services, assessing needs, facilitating appropriate interventions, and providing high quality instruction based on relevant and rigorous standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids surveys, YouthTruth surveys, CAASPP scores (subgroups), alumni survey results, student persistence in college, attendance rates, graduation rates, credit-earning by subgroup, distance learning participation/credit-earning.	Equal participation among subgroups, reports of better persistence in college, better scores on Healthy Kids and YouthTruth surveys, increased credit-earning that is consistent across subgroups, increased graduation and attendance/participation rates. Equal access to/use of Wellness Center and mental health referrals (Care Solace) in 2021-22 and beyond.	Healthy Kids was not administered in 2021-22. YouthTruth survey results were consistent with previous years, and trending in positive directions. Wellness Center was accessed by all students. Mental Health referrals through Care Solace were utilized minimally, but many students were able to access on-campus therapy through Communicare.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Goal 2.1: Allow all students to focus on excellence in academics by providing services to remove barriers that might otherwise distract from their schooling.	Communicare Wellness Center, open to all DJUSD students for access to free and confidential healthcare via a nurse practitioner from Communicare Teen Clinic and other trauma-informed services. \$22,875 for Communicare contract written in to LCAP by Director Troy Allen. No amount, source, or budget reference is listed because this is District-funded.	Goal 2.1 Allow all students to focus on excellence in academics by providing services to remove barriers that might otherwise distract from their schooling. Communicare Wellness Center, open to all DJUSD students for access to free and confidential healthcare via a nurse practitioner from Communicare Teen Clinic and other trauma-informed services. \$22,875 for Communicare contract written in to LCAP by Director Troy Allen. No amount, source, or budget reference is	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		listed because this is District-funded.	
Goal 2.2: Provide high quality materials, curriculum, and well-trained staff to maintain engaging classes, programs, and school environment.	High quality materials, curriculum, and well-trained staff to maintain engaging classes, programs, and school environment.	LCFF Base: materials, curriculum, staff training to maintain engaging classes, programs, and school environment. 5000-5999: Services And Other Operating Expenditures LCFF - Base 1684	
		Title I funding: materials, curriculum, staff training to maintain engaging classes, programs, and school environment. 4000-4999: Books And Supplies Title I Part A: Allocation 10041	Title I funding: materials, curriculum, staff training to maintain engaging classes, programs, and school environment. 4000-4999: Books And Supplies Title I Part A: Allocation 10041

Analysis

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

Focus on student health and mental health was prioritized through access to the Wellness Center and mental health resources. Class materials were provided to make classes more engaging.

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

Goals were met.

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

None.

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.

New Goal 2: College & Career Readiness. Goal 2.1: Improve access to CTE pathways for King students. Goal 2.2: Increase student participation in internships, work readiness, job skill training programs, and Advanced Education Program.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

King will continue to operate as a trauma-informed school, including providing resources to serve students holistically, building community, teaching tolerance, and reaching out to alumni and families to create a positive environment for all.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Healthy Kids surveys, YouthTruth surveys, alumni surveys, attendance rates, graduation rates.</p> <p>Discipline referrals for bullying/harassment.</p>	<p>Better scores on Healthy Kids and YouthTruth surveys, increased graduation and attendance rates, higher participation in community and alumni events and extracurricular activities, equal success during in-person and distance learning (if needed) across all subgroups.</p> <p>Fewer student discipline referrals for bullying/harassment.</p>	<p>YouthTruth results showing positive trends.</p> <p>Student discipline referrals were much higher than usual due to several students who were involved in multiple and connected incidents this year.</p>

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Goal 3.1 Create Safe and Inclusive Community by:</p> <p>a) Student support for: substance abuse and addiction, mental health, inclusive environment, other holistic student support to remove barriers to education. Including support for individual students, field trips, programming for all students. b) Staff training on restorative practices, teaching tolerance, trauma-informed care, and substance abuse/addiction, including bringing in professional development, release days, conference registration/travel expenses, food for PD days, materials as needed. c) Build the King</p>		<p>\$6781 -- Principal's Discretionary Budget. No amount, source, or budget reference is listed because this does not have to be approved by Site Council.</p>	<p>\$6781 -- Principal's Discretionary Budget. No amount, source, or budget reference is listed because this does not have to be approved by Site Council.</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Family by continuing support of engaging classrooms (materials and supplies), extracurricular opportunities, student recognition, community celebrations, field trips, and participation in local events. Reach out to alumni and strengthen connections to community. Actions include King apparel to promote school pride, food and supplies for Welcome Nights, community celebrations, orientation, staff and student appreciation; incentives including food and small rewards for student participation and awards, field trip costs.			
Goal 3.3: Communications (contact with Principal)		\$960 -- Principal's Discretionary Budget: cell phone stipend per contract to maintain communications with families via text and phone. No amount, source, or budget reference is listed because this does not have to be approved by Site Council.	\$960 -- Principal's Discretionary Budget: cell phone stipend per contract to maintain communications with families via text and phone. No amount, source, or budget reference is listed because this does not have to be approved by Site Council.

Analysis

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

King Family and community involvement were more limited than planned due to COVID, but we did bring back the Thanksgiving Feast, field trips, and student celebrations.

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

The activities we did were well received, but we'd like to do more.

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

None.

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.

Goal 3 has been modified to match WASC Goal #3: King will continue to work with the district to identify and implement school wide assessments to measure student academic performance levels individually and as a school as a whole). WASC Goal #4 and #5 have also been added for 2022-23. WASC Goal #4: All staff need to complete full cycles of data inquiry in MTSS (Behavior, Academics, and Social/Emotional) to ensure the success and growth of all students at King HS. WASC Goal #5: Develop a process to ensure that all stakeholders (students, parents, district staff, site staff) participate in the self-study process including the analysis of data and learner outcomes.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	17016
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	18,326.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	10041	0.00
LCFF - Base	2125	0.00
LCFF - Supplemental	6160	0.00
District Funded	0	0.00
Local Categorical	1140	1,140.00
None Specified	960	960.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	2,125.00
LCFF - Supplemental	6,160.00
Title I Part A: Allocation	10,041.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	18,326.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Base	2,125.00
None Specified	LCFF - Supplemental	6,160.00
None Specified	Title I Part A: Allocation	10,041.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Maricela Ortega	Other School Staff
Theo Buckendorf	Classroom Teacher
Michael Gentry	Secondary Student
Margarita Bermudez	Parent or Community Member
Cristina Buss	Principal
Mark Jordan	Classroom Teacher

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

M.G.

Other: School Climate 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 5/27/22.

Attested:

Cristina Buss

Principal, Cristina Buss on 5/27/22

M. Ortega

SSC Chairperson, Maricela Ortega on 5/27/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program