School Year: | 2019-20

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	May 1, 2019
Schoolsite Council (SSC) Approval Date	May 29, 2019
Local Board Approval Date	June 6, 2019

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. A series of meetings and focus groups were held over the past two 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

Our 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).

Our 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 Achievement Gap." Teacher 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. Those that have grade level academic skills often have social emotional barriers or have missed significant amounts of instruction.

Recently, we have had an increase in students 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 are here 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. Some students stay at King while they recover credits and then transfer back to the comprehensive high school, but most stay at King through graduation.

Our 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. Because our curriculum is not A-G approved, college-bound students must transition through community college before attending a four-year college. Through the graduation checkout process, students graduate with a completed application for local scholarships, a Los Rios Community College account, and a completed financial aid application. Most students graduate as seniors, but some graduate as fifth year seniors and juniors.

Our 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 many clubs and activities. The variable credit model allows students to personalize their learning at King 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 attendance data and YouthTruth survey. Students have the option to be concurrently enrolled in classes at Davis Senior High School when they want to pursue classes such as foreign languages, Career & Technical Education (CTE) courses, or other specialized electives.

Our Enrollment & Schedule:

Our total enrollment fluctuates from 50 to 75 students in attendance throughout the school year. Overall, we enroll about 80 to 100 students in a school year. Recently, we have accepted younger students into our program who have advocated strongly to attend King. We are also seeing 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.

The flexibility of our schedule is, in part, our choice to provide a morning session (8:30-11:30) and an afternoon session (12:30-3:30). Some students utilize the lunch hour as a "Jumpstart" period, an hour to do homework with a credentialed teacher, and we allow some students to have an extended schedule. The staff continues to research and evaluate other schedule structures to maximize student access to courses. For example, small teams of staff members completed site visits this year to examine best practices at nearby continuation high schools. In April 2018, our leadership team will attend the California Continuation Education Association to continue this work.

Students meet weekly with their advisors, who are responsible for updating their "credit cards" to monitor weekly academic progress. Advisors are also responsible for assisting students with schedule changes, goal setting, feedback, and planning for post-graduate life.

New students are required to attend an information night before the quarter begins. Here they meet all staff, hear an overview of our program, and get a tour of the school. Expectations for each course are outlined by the assigned instructor. Students then participate in a two-day orientation organized by the school counselor before joining classes. We host an Open House each fall, where dinner is provided to all students and their families. This provides an opportunity for us to meet with parents regarding our Title I status and invite parents to join Site Council.

Our 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. In the past few years, we have had between 38-68% of our students qualify for Free & Reduced Price Meals (FRPM). This qualifies King High for Title I funds. Compared to the district, our percentages of students qualifying for FRPM is much higher.

Because our enrollment often fluctuates, our demographics do as well. As of May 2019, our student body is 53 students. Of those, the ethnicity breakdown is: 48% (26 students) Hispanic/Latino, 44% (24 students) White, 6% (3 students) Black/African American, and 2% (1 student) Asian-Chinese.

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

Staff, students, and parents/guardians were involved as part of our Site Council meetings. Because our goal is to graduate students whenever 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, site plans, and District goals, so that there is always transparency and as many options as possible for our community to have input. We attempt to keep as much consistency as possible, even when student/parent representatives are no longer able to participate.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	1.9%	%		1	
African American	%	%	1.82%			1
Asian	4.0%	3.8%	7.27%	2	2	4
Filipino	%	%	%			
Hispanic/Latino	52.0%	58.5%	49.09%	26	31	27
Pacific Islander	%	%	%			
White	40.0%	32.1%	41.82%	20	17	23
Multiple/No Response	%	%	%			
			Total Enrollment	50	53	55

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10			3
Grade 11	18	11	13
Grade 12	32	42	39
Total Enrollment	50	53	55

Conclusions based on this data:

1. Our primary ethnic subgroups are consistently Hispanic/Latino and White.

2. Overall enrollment is relatively consistent, with a population that is growing slightly.

3. More 10th grade students are being accepted than in previous years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	5	6	3	10.0%	11.3%	5.5%
Fluent English Proficient (FEP)	9	16	16	18.0%	30.2%	29.1%
Reclassified Fluent English Proficient (RFEP)		2		0.0%	4.0%	0.0%

Conclusions based on this data:

1. We serve a very low number of English Learners, making it difficult to build on-going systems to support those we do serve.

2. We serve a relatively high number of FEP students.

3. We serve a very low number of RFEP students.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	27	28	38	25	11	37	25	11	95	92.6	39.3
All Grades	40	27	28	38	25	11	37	25	11	95	92.6	39.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2506.	2510.	2582.	3	0.00	18.18	30	24.00	27.27	22	32.00	45.45	46	44.00	9.09
All Grades	N/A	N/A	N/A	3	0.00	18.18	30	24.00	27.27	22	32.00	45.45	46	44.00	9.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	4.00	27.27	50	48.00	54.55	42	48.00	18.18
All Grades	8	4.00	27.27	50	48.00	54.55	42	48.00	18.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	12.00	18.18	46	32.00	54.55	49	56.00	27.27
All Grades	5	12.00	18.18	46	32.00	54.55	49	56.00	27.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	4.00	18.18	62	68.00	72.73	24	28.00	9.09
All Grades	14	4.00	18.18	62	68.00	72.73	24	28.00	9.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	8.00	36.36	44	56.00	45.45	44	36.00	18.18
All Grades	11	8.00	36.36	44	56.00	45.45	44	36.00	18.18

Conclusions based on this data:

1. CAASPP participation rates declined significantly in 2017-2018, compared to the previous two years.

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 rates decreased, our percentage of students who achieved at the "Exceeded Standard" level correspondingly increased.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	27	28	38	25	13	35	25	13	95	92.6	46.4
All Grades	40	27	28	38	25	13	35	25	13	95	92.6	46.4

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2487.	2466.	2514.	0	0.00	7.69	3	4.00	0.00	26	20.00	23.08	71	76.00	69.23
All Grades	N/A	N/A	N/A	0	0.00	7.69	3	4.00	0.00	26	20.00	23.08	71	76.00	69.23

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	7.69	26	20.00	15.38	74	80.00	76.92
All Grades	0	0.00	7.69	26	20.00	15.38	74	80.00	76.92

	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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	0.00	7.69	46	28.00	38.46	51	72.00	53.85
All Grades	3	0.00	7.69	46	28.00	38.46	51	72.00	53.85

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	4.00	7.69	31	56.00	38.46	66	40.00	53.85
All Grades	3	4.00	7.69	31	56.00	38.46	66	40.00	53.85

Conclusions based on this data:

1. As our participation rates decreased, our percentage of students who achieved at the "Exceeded Standard" level correspondingly increased.

2. CAASPP participation rates declined significantly in 2017-2018, compared to the previous two years.

3. Our Math performance levels are lower than our English performance levels; this is an area in which we can grow, perhaps by focusing on Interim Assessments in Math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10							*	*	*
Grade 11	*	*							*
Grade 12	*	*	*	*					*
All Grades	*	*	*	*			*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11	*	*							*
Grade 12			*	*					*
All Grades	*	*	*	*	*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10							*	*	*
Grade 11	*	*							*
Grade 12	*	*			*	*			*
All Grades	*	*			*	*	*	*	*

Listening Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11			*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*			*

Speaking Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11	*	*					*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*			*

Reading Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10					*	*	*
Grade 11	*	*					*
Grade 12	*	*			*	*	*
All Grades	*	*			*	*	*

Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10					*	*	*
Grade 11			*	*			*
Grade 12	*	*					*
All Grades	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data available.

2. No data available.

3. No data available.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
55	**50.9%**	**5.5%**	**5.5%**
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	3	5.5%
Foster Youth	3	5.5%
Homeless	3	5.5%
Socioeconomically Disadvantaged	28	50.9%
Students with Disabilities	5	9.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	1.8%
Asian	4	7.3%
Hispanic	27	49.1%
White	23	41.8%

Conclusions based on this data:

1. Over half 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 Foster Youth, compared to the District as a whole.

3. We have a relatively low number of English Learners,

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	**Academic Engagement**	**Conditions & Climate**

Academic Performance

English Language Arts

No Performance Color

Mathematics

No Performance Color

English Learner Progress

No Performance Color

College/Career

Red

Academic Engagement

Graduation Rate

Yellow

Conditions & Climate

Suspension Rate

Orange

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. According to the Dashboard, our College & Career Readiness rate was only 4.8%. Additions of a new internship program, refining the Careers curriculum, and expanding CTE curriculum offerings will hopefully help boost this area.

School and Student Performance Data

Academic Performance
English Language Arts

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

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
5 students		1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	2 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
2 students			3 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
		4 students

Conclusions based on this data:

1. No data available.

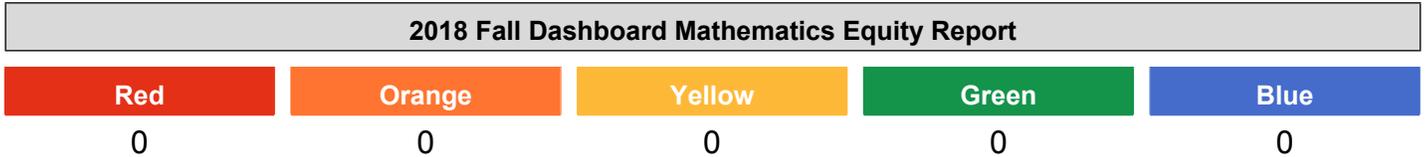**2.** No data available.

3. No data available.

School and Student Performance Data

Academic Performance
Mathematics

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

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6 students	1 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1 students	3 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
3 students			3 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	1 students	4 students

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

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

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

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
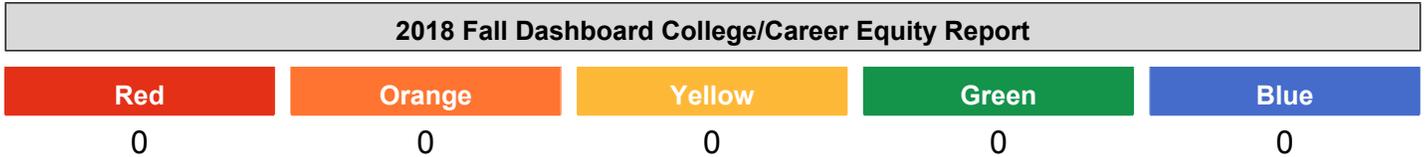
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
4.8% prepared	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.6%	4 students	4 students
42 students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0% prepared	Less than 11 Students - Data Not Displayed for Privacy
3 students	Declined -3.8%	7 students
	21 students	

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1 students	1 students	4 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% prepared	Less than 11 Students - Data Not Displayed for Privacy	0 Students	12.5% prepared
Declined -5%			Increased 4.8%
19 students	1 students		16 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
Prepared	5.4 **Prepared**	4.8 **Prepared**
Approaching Prepared	16.2 **Approaching Prepared**	7.1 **Approaching Prepared**
Not Prepared	78.4 **Not Prepared**	88.1 **Not Prepared**

Conclusions based on this data:

1. In 2018, 10% more students were "Not Prepared" compared to 2017. We suspect this is due to individual variations, as a difference of 10% is represented by only 5-6 students.

2. Most subgroups were too small to be analyzed.

3. Hispanic and Socioeconomically Disadvantaged students had a 0% rate of College and Career Readiness. This is in contrast with a 12.5% rate of White students' College and Career Readiness. This is an area of inequity that can be addressed by our new internship program and expanding Career class, college preparation, and CTE offerings.

School and Student Performance Data
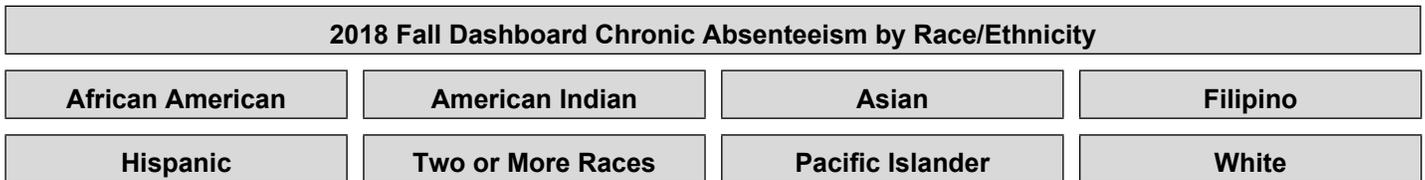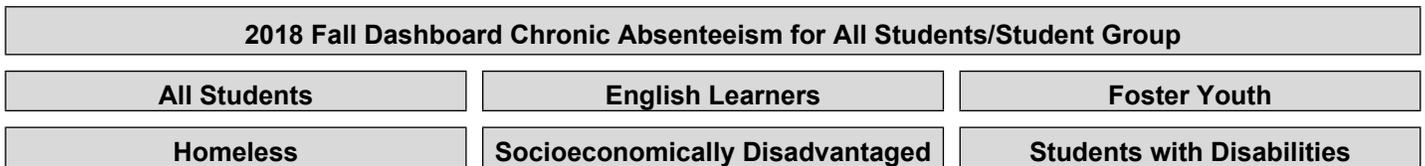
Academic Engagement
Chronic Absenteeism

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 |

This section provides number of student groups in each color.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0
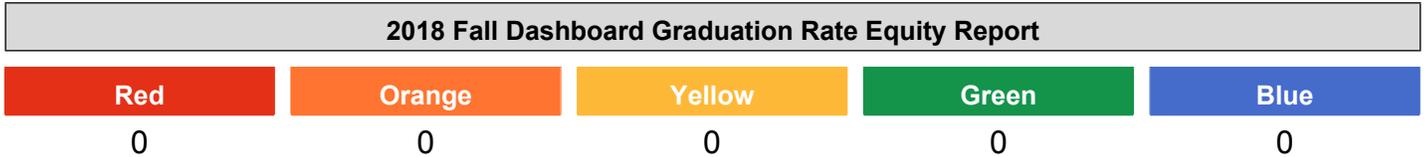
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
71.4% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +1.2%	4 students	4 students
42 students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	71.4% graduated	Less than 11 Students - Data Not Displayed for Privacy
3 students	Increased +9.9%	7 students
	21 students	

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1 students	1 students	4 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
78.9% graduated	Less than 11 Students - Data Not Displayed for Privacy	0 Students	68.8% graduated
Increased +23.9%			Declined -15.9%
19 students	1 students		16 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
70.3% graduated	71.4% graduated

Conclusions based on this data:

1. Graduation rate increase very slightly in 2018.

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 and which students are being counted, as we continue to understand the Dashboard accountability system.

3. Hispanic students had the highest graduation rate, with 78.9% graduation, compared to 68.8% White.
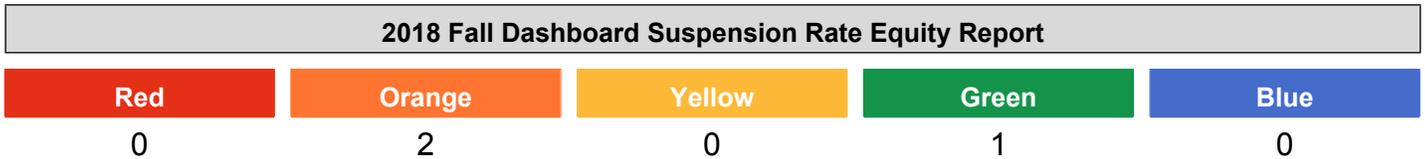
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	1	0

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
11.1% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 9 students	Less than 11 Students - Data Not Displayed for Privacy 10 students
Declined -9.1% 108 students		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 5 students	14% suspended at least once	9.5% suspended at least once
	Declined -12.4% 50 students	Increased 9.5% 21 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 9 students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
16.7% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 4 students	0 Students	4.9% suspended at least once
Declined -10.2%			Declined -5.9%
48 students			41 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
	20.2% suspended at least once	11.1% suspended at least once

Conclusions based on this data:

1. Our number of students in this section shows a total of 108. The totals when looking at demographic information was 53 students. We would like to verify these numbers.

2. According to this data, 14% of our 50 socioeconomically disadvantaged students were suspended at least once. This would be 28 students. We do not believe there were 28 students suspended in 2018, and question this data.

3. The only subcategory that is Green is for White students; if this data is accurate, then this shows an area of inequity in which we can make efforts to lower the suspension rate amongst other subgroups.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching & Learning

Goal Statement

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.

LCAP Goal

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 2018 Midterm Report and Visiting Committee Report (WASC Goals #1 and #3); CAASPP scores; graduation and truancy rates; classroom observations; staff meetings and collaboration; alumni survey results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP scores, alumni survey results, student persistence in college, participation in CTE/internship programs	Data will be collected during the 2019-2020 school year to establish a baseline for 2020-2021.	Increase CAASPP scores, reports of better persistence in college, increased participation in CTE/internship programs leading to success in careers as reported on alumni survey.

Planned Strategies/Activities

Strategy/Activity 1

Goal 1.1: Develop assessments, including focus on interim assessments/preparing for benchmarks, summative assessments, portfolio defenses, CAASPP prep, CHSPE prep, ASVAB prep (WASC Goal #1). Actions to include staff collaboration time, training, conference registration/travel expenses, professional development, materials as needed, food for staff training days, access to curriculum (online resources)

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019 to 6/30/2020

Person(s) Responsible

King High Teachers; Principal.

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	District Funded
Budget Reference	None Specified
Description	Academic Conferencing Budget: staff retreat day or release time to analyze student work, create/revise assessments, and prepare for standardized testing.

Strategy/Activity 2

Goal 1.2: Paid staff time/subs and provide food for time to work on student portfolios, analyze student work, streamline credit-earning processes, revise and update summative assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019 to 6/30/2020

Person(s) Responsible

Principal; Teachers; Support Staff; Director of Secondary Instruction

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	District Funded
Budget Reference	None Specified
Description	Academic Conferencing Budget: MTSS Team and full staff hours or sub release time to work on student portfolio model, graduation requirements/summative assessments, streamline process for credit-earning and increase rigor of curriculum, including "homework" options.

Strategy/Activity 3

Goal 1.3/2.2: Increase rigor to increase student success at college and careers (WASC Goal #3). Actions to include materials for core and elective courses, teacher training on Common Core (WASC Goal #4), NGSS, and best practices for first instruction (MTSS), conference registrations and travel expenses, PD on literacy, access to curriculum (online resources), participation in visits to learn about college and career opportunities

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

King Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000

Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Principal's Discretionary Budget (subject to change!): materials for core and elective courses.

Strategy/Activity 4

Goal 1.4: Replace and upgrade technology as needed so that all staff and students have access to quality equipment

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

King Principal and Admin Assistant; Technology Department

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Copy machines ($4000/$7500 total)

Amount	3000
Source	None Specified
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Principal's Discretionary Budget (subject to change!): copy machines ($3000/$7500 total)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Opportunity and Achievement Gap

Goal Statement

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.

LCAP Goal

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 2018 Midterm Report and Visiting Committee Report (WASC Goals #1 and #3); CAASPP scores; graduation and truancy rates; classroom observations; staff meetings and collaboration; alumni survey results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Healthy Kids surveys, YouthTruth surveys, CAASPP scores, alumni survey results, student persistence in college, attendance rates, graduation rates, credit-earning by subgroup	Data will be collected during the 2019-2020 school year to establish a baseline for 2020-2021.	Increase CAASPP scores, 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 rates

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

Counselor, Principal, Communicare, Recovery Happens, Student Support Services

Proposed Expenditures for this Strategy/Activity

Amount	23000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Goal 2.1 Action A) 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.

Strategy/Activity 2

Goal 2.2/1.3: Increase rigor to increase student success at college and careers (WASC Goal #3). Actions to include teacher training on Common Core (WASC Goal #4), NGSS, and best practices for first instruction (MTSS), conference registrations and travel expenses, PD on literacy, access to curriculum (online resources), participation in visits to learn about college and career opportunities.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

King Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	None Specified
Budget Reference	None Specified
Description	Principal's Discretionary Budget (subject to change!): conferences, professional development around CCSS and NGSS, college/career experiences and visits

Strategy/Activity 3

Goal 2.3: Provide high quality materials for core and elective classes and school environment.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

King Staff

Proposed Expenditures for this Strategy/Activity

Amount	1140
Source	Local Categorical

Budget Reference	4000-4999: Books And Supplies
Description	Parcel Tax Budget: supplies for core and elective classes and campus environment
Amount	1000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Materials for classes
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for electives, student activities

Strategy/Activity 4

Goal 2.4: Continually assess for student needs and provide appropriate interventions, including para-educator support for English Learners and Special Education students

Students to be Served by this Strategy/Activity

English Learners, Special Education Students, students in need of Tier 2 level interventions

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

King Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Principal's Discretionary Budget (subject to change!): staff timecard hours to conduct baseline assessments, translate for families, provide extra assistance as part of MTSS

Strategy/Activity 5

Goal 2.4 Action A) Create MTSS Team to identify and address student needs ($2000 is approximate cost of one 6-hour day of in-service work and food for 8 staff members, to be funded by District Low-Performing Student Block Grant as a staff retreat day in August. We can also apply for a MTSS Capacity-Building Grant to be paid out of District LCAP funds in early July (assuming Board approval of LCAP in June) for another $2000 for a second day of retreat (staff hours + food))

Students to be Served by this Strategy/Activity

All students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

King Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	District Funded
Budget Reference	None Specified
Description	District Low-Performing Student Block Grant: $2000 is approximate amount of one day staff retreat in August to work on MTSS.
Amount	2000
Source	District Funded
Budget Reference	None Specified
Description	Funding based on application for MTSS Capacity-Building Grant in early July.

Strategy/Activity 6

Goal 2.4 Action B) 0.125 FTE for para-educator salary (Maria Aguirre Robledo)

Students to be Served by this Strategy/Activity

English Learners, Special Education Students, students in need of Tier 2 level interventions

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

King Principal, EL Director, Counselor, Resource Teacher, Psychologist, Para-educator, SpEd Director, Title I/EL Director

Proposed Expenditures for this Strategy/Activity

Amount	5345
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Per Troy (Director of Secondary Instruction) and Ricardo (Director of English Learning/World Language/Title I), this will come out of District LCFF or District Title I

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Classrooms and school communities will be safe and inclusive environments.

Goal Statement

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

LCAP Goal

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 2018 Midterm Report and Visiting Committee Report (WASC Goals #1 and #3); CAASPP scores; graduation and truancy rates; classroom observations; staff meetings and collaboration; alumni survey results.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Healthy Kids surveys, YouthTruth surveys, alumni surveys, attendance rates, graduation rates.	Data will be collected during the 2019-2020 school year to establish a baseline for 2020-2021.	Better scores on Healthy Kids and YouthTruth surveys, increased graduation and attendance rates, higher participation in community and alumni events and extracurricular activities.

Planned Strategies/Activities

Strategy/Activity 1

Goal 3.1 Action A) Substance abuse and addiction counseling, and option for restorative practices to follow up on issues involving substance use/possession or addiction as it affects school.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

Principal, Counselor, Nurse

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Troy (Director of Secondary Instruction) spoke to Laura (Director of Student Support Services) to get this funding approved so that we can host Recovery Happens counselors to present at new student orientations and for individual counseling; other trauma-informed school services and supports.

Strategy/Activity 2

Goal 3.1 Action B) Staff training on restorative practices and trauma-informed care, substance abuse/addiction, including bringing in professional development, release days, conference registration/travel expenses, food for PD days, materials as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

Principal, Administrative Assistant, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	None Specified
Budget Reference	None Specified
Description	Principal's Discretionary Budget (subject to change!): Staff training on restorative practices and trauma-informed care, substance abuse/addiction, including bringing in professional development, release days, conference registration/travel expenses, food for PD days, materials as needed

Strategy/Activity 3

Goal 3.1 Action C) Providing programs/opportunities for counseling, mindfulness, meditation, yoga, mental health breaks, self-care opportunities, etc.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30/2020

Person(s) Responsible

Principal, Counselor, Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	540

Source	District Funded
Budget Reference	None Specified
Description	Utilize any leftover budget set aside in District LCAP for Communicare + Recovery Happens, if available.
Amount	9378
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Portion of 0.1 FTE for Counselor (Sharlese Jones)
Amount	1214
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Principal's Discretionary Budget (subject to change!): Portion of 0.1 FTE for Counselor (Sharlese Jones)
Amount	0
Source	None Specified
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Make-up sessions to account for over-payment last year to yoga teacher Anais Foley-Kennedy, to do a few sessions with students or come for orientations/events.

Strategy/Activity 4

Goal 3.2: Clarify process for taking IEP students and make sure that inclusion model is serving ALL students appropriately (WASC Goal #5)

Students to be Served by this Strategy/Activity

Special Education Students, All Students

Timeline

07/01/2019-06/30-2020

Person(s) Responsible

Principal, Resource Teacher, Psychologist, Special Education Director, Counselor, Nurse

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	District Funded
Budget Reference	None Specified
Description	Academic Conferencing Budget: SpEd team meet to revise referral and intake process and guidelines (hours, food, materials)

Strategy/Activity 5

Goal 3.3: Build the King Family by continuing student recognition, community celebrations, field trips, and participation in local events. Actions include King apparel to promote school pride, food for Welcome Nights, food for community celebrations, food and supplies for orientation, food and supplies for staff meetings and collaborations, incentives including food and small rewards for student participation and awards, field trip costs

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30-2020

Person(s) Responsible

Principal, Administrative Assistant, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	King High apparel for all students and staff; build community with weekly King Pride day

Amount	1500
Source	None Specified
Budget Reference	None Specified
Description	Principal's Discretionary Fund (subject to change!): Thanksgiving Feast, DOTG, community-building events

Amount	1000
Source	Site Based Gifts and Donations
Budget Reference	None Specified
Description	Student recognition, staff and student appreciation, community-building events and field trips.

Strategy/Activity 6

Goal 3.3 Action A) Field Trip funding (college, career, community-building); community-building activities/awards (Day on the Green)

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30-2020

Person(s) Responsible

King Staff

Proposed Expenditures for this Strategy/Activity

Amount	2780
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Field trips, food, prizes as described in goal

Strategy/Activity 7

Goal 3.4: Reach out to alumni, community, families to promote King and build up King's positive reputation. Follow up with graduates to determine how our students are doing in college and career after they leave us. (WASC Goal #2)

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30-2020

Person(s) Responsible

Principal, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	None Specified
Budget Reference	None Specified
Description	Principal's Discretionary Budget (subject to change!): Thanksgiving Feast, Day on the Green

Strategy/Activity 8

Goal 3.5 Action A) Graduation materials and experiences

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30-2020

Person(s) Responsible

Principal, Counselor, Administrative Assistant

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	District Funded
Budget Reference	None Specified

Description	Graduation Budget: $1000 for caps and gowns; $500 for decorations, cake, beverages; $500 for programs, invitations, diplomas, diploma covers; $1500 for senior/graduation photographer

Strategy/Activity 9

Communications (contact with Principal)

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2019-06/30-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	960
Source	None Specified
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Principal's Discretionary Budget (subject to change!): cell phone stipend per contract to maintain communications for emergencies

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

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 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 2

Support for being Trauma Informed School-health, food services, mentoring

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

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

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

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: 2018-19

Goal 1

To increase student learning and overall credit accrual and graduation rates, 100% of the staff will participate in formal collaboration time that will focus on grade calibration, the developmemt of assessments, rubric development, curriculum development, and strategies to address social/emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Staff participates in Professional Growth around differentiated instruction, social-emotional intelligence and inquiry-based learning	Staff participates in choice professional development activities; focus on providing trauma-informed school; focus on assessments to drive instruction.	Conferences/Workshops Title I Part A: Allocation 1,000 Conferences/Workshops LCFF - Supplemental 1,000	Conferences/Workshops /Staff hours for PD and collaboration Title I Part A: Allocation 1000 Conferences/Workshops /Staff hours for PD and collaboration LCFF - Supplemental 1000
All teachers are placed in credentialed subjects while honoring flexibility in subjects outside of the core subjects (i.e. Music, electives, etc.)	All teachers are placed in credentialed subjects while honoring flexibility in subjects outside of the core subjects (i.e. Music, electives, etc.)		
Staff participate in regular and focused collaboration.	Staff participate in regular and focused collaboration. Not as much time was spent on this as anticipated.	Collaboration/PLC District Funded 6,000	Collaboration, Conferencing District Funded 1000
Materials for Elective Courses/Programs	Materials for Elective Courses/Programs	Music Supplies Title I Part A: Allocation 350 Garden and Cooking Club Title I Part A: Allocation 350 Career Supplies Title I Part A: Allocation 250 Bike Shop Supplies Title I Part A: Allocation 600 Art Supplies Title I Part A: Allocation 600	Music Supplies Title I Part A: Allocation 350 Garden and Cooking Club Title I Part A: Allocation 350 Career Supplies Title I Part A: Allocation 250 Bike Shop Supplies Title I Part A: Allocation 600 Art Supplies Title I Part A: Allocation 600

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Materials for Core Curriculum Courses	Materials for Core Curriculum Courses	English Title I Part A: Allocation 450	English Title I Part A: Allocation 450
		Math Title I Part A: Allocation 450	Math Title I Part A: Allocation 450
		Social Studies Title I Part A: Allocation 450	Social Studies Title I Part A: Allocation 450
		Science Title I Part A: Allocation 450	Science Title I Part A: Allocation 450
		PE Title I Part A: Allocation 450	PE Title I Part A: Allocation 450
Technology maintenance and replacement		Chromebooks replacement and accessories Title I Part A: Allocation 1000	Other tech upgrades (printer, chargers) Title I Part A: Allocation 1000

Analysis

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

Staff participated in collaboration and in District-sponsored and personal choice PD to increase effectiveness and create assessments.

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

This plan was effective, but this goal was unfocused, including materials for elective classes along with staff growth. We will differentiate goals and funding better next year.

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

Most funding for materials was put onto PO's that have been used for supplies throughout the year.

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

We will update the Professional Growth goal to specifically focus on staff development to provide 21st century teaching and learning. This will be updated in Goal #1 of the 2019-2020 SPSA. Materials for classes will be allocated in other areas.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	

Analysis

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

There was no Goal #2 written for the 2018-2019 school year.

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

There was no Goal #2 written for the 2018-2019 school year.

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

There was no Goal #2 written for the 2018-2019 school year.

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.

There was no Goal #2 written for the 2018-2019 school year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Academic, Social, and Personal Goals. 90% of seniors will complete the FAFSA, a community college application, go on a college visit, and complete scholarship applications.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Field Trips and program visitations	Field Trips and program visitations	Field Trips/Events LCFF - Base 546	Field Trips/Events LCFF - Base 546
		College/Career Field Trips LCFF - Supplemental 600	College/Career Field Trips LCFF - Supplemental 600
Student Recognition	Student Recognition	Recognitions LCFF - Base 500	Recognitions LCFF - Base 500
Additional counseling services	Additional counseling services	Counseling .1 Title I Part A: Allocation 5,300	Counseling .1 Title I Part A: Allocation 10,900
		Counseling .1 benefits Title I Part A: Allocation 700	Title I Part A: Allocation 700

Analysis

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

Successful program led by counselor visited local community colleges and trade programs. Additional counseling services were crucial to student wellness and to helping set academic, social, and personal goals.

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

Very effective; we did at least 4 trips to community colleges.

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

Allocation for counselor 0.1 FTE was under budget, so additional funding had to be used to supplement.

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

We will account for true cost of 0.1 FTE for counselor. We will continue field trips but use grant funding first when available.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

80% of our students who enter King with an EL classification, will be reclassified by the time they graduate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Supplies for English learners	Supplies for English learners	Instructional supplies for English Learners LCFF - Supplemental 500	Instructional supplies for English Learners 500
Paraprofessional support	Paraprofessional support	Paraprofessional support to families Title I Part A: Allocation 2,500	Paraprofessional support to families Title I Part A: Allocation 2500

Analysis

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

Additional FTE for our bilingual paraeducator continues to be essential for the well-being and success of our EL students.

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

EL students continue to progress as shown by ELPAC scores and graduation rates.

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

N/A

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

We will correctly budget for cost of additional paraeducator FTE and appropriately timecard hours spent outside of the regular workday for translation services.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

90% of students will report a positive school climate due to the trauma informed strategies used by all staff and the addition of the Wellness Center.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Build leadership capacity among staff members. Continue to develop lead-teacher role at King for student support related to discipline and truancy. Continue to empower teachers to handle classroom discipline and implement positive interventions with students. Provide appropriate training/collaboration time for school-wide problem-solving and improvements for our existing systems	Build leadership capacity among staff members. Continue to develop lead-teacher role at King for student support related to discipline and truancy. Continue to empower teachers to handle classroom discipline and implement positive interventions with students. Provide appropriate training/collaboration time for school-wide problem-solving and improvements for our existing systems	LCFF - Base 1000	LCFF - Base 1000
Student Recognition: Royalty Awards, Rotary Student of the Month, Student of the Quarter	Student Recognition: Royalty Awards, Rotary Student of the Month,	Recognitions LCFF - Base 1,000	Recognitions LCFF - Base 0
		None Specified	
Support for being Trauma Informed School-health, food services, mentoring	Support for being Trauma Informed School-health, food services, mentoring	Training, program support LCFF - Base 1,454	Training, program support LCFF - Base 1454
		Training, program support LCFF - Supplemental 2,000	Training, program support LCFF - Supplemental 2000
LCAP support of Trauma Informed School with access to health care	LCAP support of Trauma Informed School with access to health care, yoga, Recovery Happens	Trauma Informed School program support District Funded 30,000	Trauma Informed School program support 26,000

Analysis

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

Students report positive climate. Wellness Center, yoga/meditation, and Recovery Happens counseling were all utilized by students.

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

Students report positive climate. Wellness Center, yoga/meditation, and Recovery Happens counseling were all utilized by students. Positive reports shown in YouthTruth surveys.

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

Did not spend as much money as planned on student recognition. Communicare billing for Wellness Center was less than anticipated, so some of the $30,000 budgeted was used for yoga and Recovery Happens.

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 appropriately to support Recovery Happens all year, Wellness Center (District-funded), and assess if yoga/meditation continue to be desired and utilized by students. New goals will be updated to reflect specifics.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 6

Increase parent engagement by hosting at least 2 parent engagement evening and by increased communication in the form of newsletters, social media, phone calls, emails, and the King website.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Establish parent committee and host regular high interest events based on community feedback	Parent feedback was gathered via WASC committees, Welcome Nights, Feast days, WASC visit.	workshops/conferences LCFF - Supplemental 680	Supplies/planning for parent nights; workshops. LCFF - Supplemental 680
conduct parent survey up tp twice per year	Surveys were done to gather data for WASC and during YouthTruth Family Survey.		
translate documents	translate documents	document translation LCFF - Supplemental 800	document translation LCFF - Supplemental 800
Outreach Efforts to EL & Title I parents. Offer more parent events at King High School; Continue using bilingual paraeducator support for parent phone calls and conferences; Increase use of email listserve; Encourage parent attendance at student orientation; Increase parent participation on School Site Council.	Outreach and parent events.	Paraeducator provides information to EL families LCFF - Supplemental 250	Paraeducator provides information to EL families. LCFF - Supplemental 250
parent involvement policy: Information is provided to parents via electronic means; School Loop mail, list-serve, website updates, and personal	Parent communication		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
phone calls to invite parents to participate in various activities at King.			
Parent Meetings Notices to parents of Title I meeting; Refreshments served for Title I meeting; Preparation for family dinner		parent meetings LCFF - Supplemental 650	Parent meetings LCFF - Supplemental 650

Analysis

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

Paraeducator support was used to reach out to EL families, including providing translation of documents and for parents at events.

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

All families, including EL families, report feeling welcomed at King, as reported by YouthTruth Family survey and informal conversations.

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

N/A

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 goals will be updated to explicitly detail cost of increased paraeducator FTE, and separate translation services to be done outside of regular work hours.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

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

Analysis

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

Goal #7 was not written for 2018-2019 school year.

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

Goal #7 was not written for 2018-2019 school year.

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

Goal #7 was not written for 2018-2019 school year.

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 #7 was not written for 2018-2019 school year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

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

Analysis

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

Goal #8 was not written for 2018-2019 school year.

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

Goal #8 was not written for 2018-2019 school year.

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

Goal #8 was not written for 2018-2019 school year.

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 #8 was not written for 2018-2019 school year.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	82,857.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	9,378	0.00
LCFF - Base	5,000	0.00
LCFF - Supplemental	3,780	0.00
District Funded	36,000	-16,385.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	52,385.00
LCFF - Base	5,000.00
LCFF - Supplemental	3,780.00
Local Categorical	1,140.00
None Specified	10,174.00
Site Based Gifts and Donations	1,000.00
Title I Part A: Allocation	9,378.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,092.00
2000-2999: Classified Personnel Salaries	5,345.00
4000-4999: Books And Supplies	4,140.00
5000-5999: Services And Other Operating Expenditures	7,960.00
5800: Professional/Consulting Services And Operating Expenditures	33,000.00
None Specified	21,320.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	5,345.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	33,000.00
None Specified	District Funded	14,040.00
4000-4999: Books And Supplies	LCFF - Base	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	4,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
None Specified	LCFF - Supplemental	2,780.00
4000-4999: Books And Supplies	Local Categorical	1,140.00
1000-1999: Certificated Personnel Salaries	None Specified	1,714.00
4000-4999: Books And Supplies	None Specified	1,000.00
5000-5999: Services And Other Operating Expenditures	None Specified	3,960.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
None Specified	None Specified	3,500.00
None Specified	Site Based Gifts and Donations	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9,378.00

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

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Maricela Ortega	Other School Staff
Julie Gwaltney	Classroom Teacher
Emily Miller	Secondary Student
Cat Daum	Secondary Student
Darcie Houck	Parent or Community Member
Cristina Buss	Principal
Lisa Chirillo	Parent or Community Member
Theo Buckendorf	Classroom Teacher
Maya Stansby	Secondary Student

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. Stansby	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 5/30/19.

Attested:

Signature	
Cristina L. Buss	Principal, Cristina Buss on 5/30/19
Cat Daum	SSC Chairperson, Cat Daum on 5/30/19

Addendum

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

Instructions: Linked Table of Contents

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

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