



## 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.

<b>School Name</b>	Martin Luther King High School
<b>Address</b>	635 B St. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726785732219
<b>Principal</b>	Cristina Buss
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	May 1, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	May 29, 2020
<b>Local Board Approval Date</b>	June 6, 2020

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

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# School Vision and Mission

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

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

Mission: At King High:

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

Student Learner Outcomes:

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

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

## School Profile

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 45 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 Study Skills 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 have completed site visits to examine best practices at nearby continuation high schools. Leadership attends the CCEA conference, participates in WASC accreditation of other continuation schools, and is on the committee for the Model Continuation School program; staff gather new ideas from all of these.

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 informational "Welcome 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. King students graduate on the day that they finish their credits; as a result, having consistent student attendance and parent/guardian representation on Site Council is a challenge. We endeavor to have consistency in our staff representation on Site Council, and to keep coherence between WASC goals, 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	3.51%	0%		2	0
African American	1.82%	1.75%	0%	1	1	0
Asian	7.27%	1.75%	0%	4	1	0
Filipino	%	%	0%			0
Hispanic/Latino	49.09%	43.86%	48.78%	27	25	20
Pacific Islander	%	%	0%			0
White	41.82%	43.86%	43.9%	23	25	18
Multiple/No Response	%	1.75%	4.88%		1	1
Total Enrollment				55	57	41

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	3	1	1
Grade 11	13	19	12
Grade 12	39	37	28
Total Enrollment	55	57	41

### Conclusions based on this data:

1. Our primary ethnic subgroups are consistently Hispanic/Latino and White.
2. We had a very large graduating class in 2019, which resulted in a smaller starting group in Fall 2020.
3. More 10th grade students are accepted later in the year.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	3	2	4	5.5%	3.5%	9.8%
Fluent English Proficient (FEP)	16	11	7	29.1%	19.3%	17.1%
Reclassified Fluent English Proficient (RFEP)		2	0	0.0%	66.7%	0.0%

### Conclusions based on this data:

1. We serve a low number of English Learners, making it difficult to build on-going systems to support those we do serve. The low numbers also make it difficult to articulate trends that might show in the percentages; by percentage alone, our population of EL students almost tripled this year, but that was a difference of just two students.
2. We 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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27	28	29	25	11	21	25	11	21	92.6	39.3	72.4
All Grades	27	28	29	25	11	21	25	11	21	92.6	39.3	72.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2510.	2582.	2488.	0.00	18.18	9.52	24.00	27.27	14.29	32.00	45.45	14.29	44.00	9.09	61.90
All Grades	N/A	N/A	N/A	0.00	18.18	9.52	24.00	27.27	14.29	32.00	45.45	14.29	44.00	9.09	61.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.00	27.27	14.29	48.00	54.55	38.10	48.00	18.18	47.62
All Grades	4.00	27.27	14.29	48.00	54.55	38.10	48.00	18.18	47.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	12.00	18.18	9.52	32.00	54.55	28.57	56.00	27.27	61.90
All Grades	12.00	18.18	9.52	32.00	54.55	28.57	56.00	27.27	61.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.00	18.18	0.00	68.00	72.73	61.90	28.00	9.09	38.10
All Grades	4.00	18.18	0.00	68.00	72.73	61.90	28.00	9.09	38.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.00	36.36	9.52	56.00	45.45	42.86	36.00	18.18	47.62
All Grades	8.00	36.36	9.52	56.00	45.45	42.86	36.00	18.18	47.62

**Conclusions based on this data:**

1. CAASPP participation rates went back up significantly in 2018-2019, compared to the previous year.
2. A large percentage of our students who tested achieved at the "Standard Nearly Met" level; this could be a group to focus on for improving scores in future years.
3. As our participation rate decreased in 2017-2018, our percentage of students who achieved at the "Exceeded Standard" level correspondingly increased. Conversely, as the participation rate increased again in 2018-2019, our percentage for "Exceeded Standard" dropped and there was a corresponding increase in "Below Standard."

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27	28	29	25	13	20	25	13	20	92.6	46.4	69
All Grades	27	28	29	25	13	20	25	13	20	92.6	46.4	69

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2466.	2514.	2458.	0.00	7.69	5.00	4.00	0.00	0.00	20.00	23.08	15.00	76.00	69.23	80.00
All Grades	N/A	N/A	N/A	0.00	7.69	5.00	4.00	0.00	0.00	20.00	23.08	15.00	76.00	69.23	80.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	7.69	5.00	20.00	15.38	0.00	80.00	76.92	95.00
All Grades	0.00	7.69	5.00	20.00	15.38	0.00	80.00	76.92	95.00

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	7.69	5.00	28.00	38.46	35.00	72.00	53.85	60.00
All Grades	0.00	7.69	5.00	28.00	38.46	35.00	72.00	53.85	60.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.00	7.69	5.00	56.00	38.46	35.00	40.00	53.85	60.00
All Grades	4.00	7.69	5.00	56.00	38.46	35.00	40.00	53.85	60.00

### Conclusions based on this data:

1. Our "Below Standard" has been the largest percentage group for the past three years.
2. CAASPP participation rates declined significantly in 2017-2018, then went back up significantly in 2018-2019, compared to the previous year.
3. Our Math performance levels are lower than our English performance levels.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*		*		*		*	
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	4

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

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

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

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

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

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

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
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.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
57	42.1	3.5	3.5
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	3.5
Foster Youth	2	3.5
Homeless	3	5.3
Socioeconomically Disadvantaged	24	42.1
Students with Disabilities	10	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.8
American Indian	2	3.5
Asian	1	1.8
Hispanic	25	43.9
Two or More Races	2	3.5
White	25	43.9

### Conclusions based on this data:






1. Over 40% of our students come from socioeconomically disadvantaged backgrounds; this is an area we can address by continuing to provide social services, support for families, and trauma informed practices.
2. We have a relatively high number of students with disabilities.
3. We have a relatively low number of English Learners.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Small population size and limited data leave us without ratings in many categories.
2. According to the Dashboard, our graduation rate was only 71.4%. We suspect that some errors in how student exits from King are coded may play a role in this low number, as we self-report much higher graduation rates. This will be an area to focus on for the future.
3. 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.

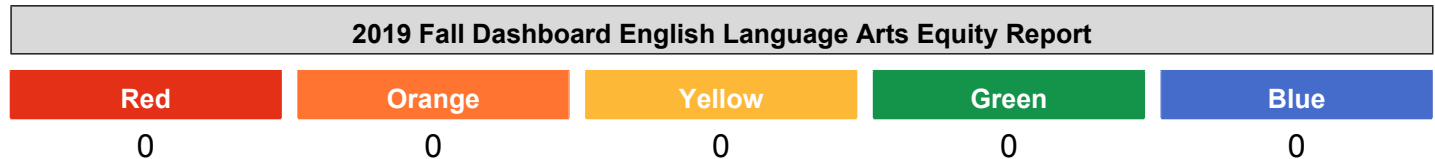
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

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

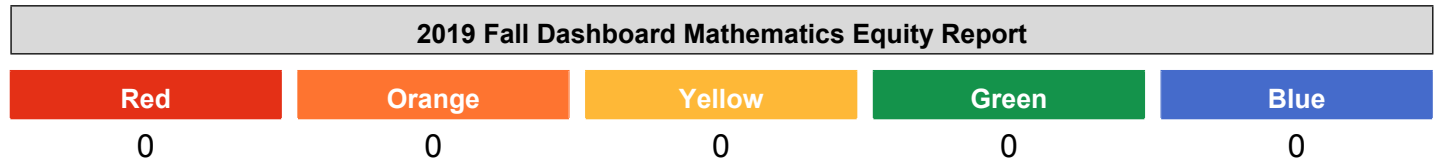
# School and Student Performance Data

## Academic Performance Mathematics






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





This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b> <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p> </div>	<b>English Learners</b> <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>	<b>Foster Youth</b> <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b> <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> </div>	<b>Students with Disabilities</b> <div style="text-align: center;">  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> </div>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

#### Conclusions based on this data:

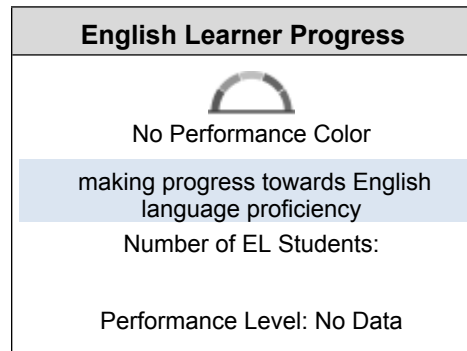
1. No data available.
2. No data available.
3. No data available.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased  
One ELPI Level

Maintained ELPI Level 1,  
2L, 2H, 3L, or 3H

Maintained  
ELPI Level 4

Progressed At Least  
One ELPI Level

#### Conclusions based on this data:

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

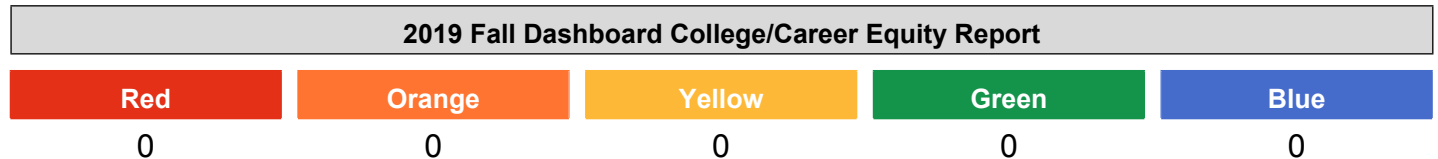
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Red <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">6.7</div> Maintained -0.5  45	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  8	<b>Socioeconomically Disadvantaged</b>  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">0</div> Maintained 0  20	<b>Students with Disabilities</b>  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">9.1</div> 11

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Declined -5.3 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 10 Declined -2.5 20

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

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	7.1 Prepared	6.7 Prepared
Approaching Prepared	7.1 Approaching Prepared	15.6 Approaching Prepared
Not Prepared	85.7 Not Prepared	77.8 Not Prepared

#### Conclusions based on this data:

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



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

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

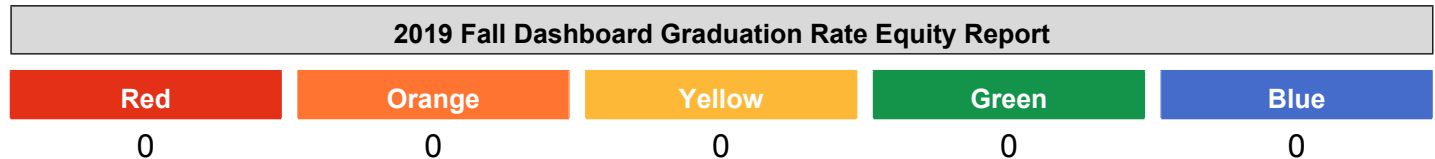
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Green 75.6 Increased +5.8 45	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Socioeconomically Disadvantaged</b>  No Performance Color 60 Declined -11.4 20	<b>Students with Disabilities</b>  No Performance Color 90.9 11

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 61.1 Declined -13.9 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 80 Increased +11.3 20

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.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
69.8	75.6

#### Conclusions based on this data:

1. Graduation rate increased very slightly in 2019.
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. Our overall increase can be attributed to an increase within the White student subgroup; there were declines in both the Hispanic and Socioeconomically Disadvantaged Subgroups.

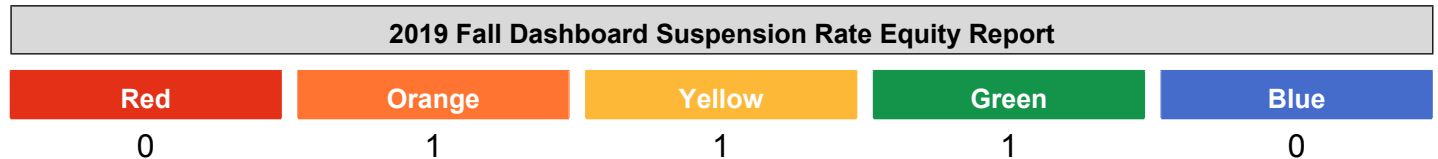
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.1	4.4

#### Conclusions based on this data:

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

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

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; participation in Distance Learning.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP scores, alumni survey results, student persistence in college, participation in CTE/internship programs, participation in Distance Learning	Data will be collected during the 2019-2020 school year to establish a baseline for 2020-2021. Due to COVID-19, we may need to re-evaluate what we want to focus on in terms of prioritizing 21st Century Teaching & Learning in the context of potential Distance Learning.	Increase participation in school (distance learning or in-person), reports of better persistence in college, increased participation in CTE/internship programs leading to success in careers as reported on alumni survey.

### Planned Strategies/Activities

#### Strategy/Activity 1

Goal 1.1: Update assessments, provide training for staff and students for distance learning, help students meet a variety of goals by including plans for CAASPP prep, CHSPE prep, ASVAB prep (WASC Goal #1, including focus on CAASPP interim assessments). 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

7/1/2020 to 6/30/2021

**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 1.3/2.2: 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**

7/1/2020 to 6/30/2021

**Person(s) Responsible**

King High Teachers; Principal.

**Proposed Expenditures for this Strategy/Activity**

Amount	1000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Resources to promote college and career readiness, including course materials, staff training, field trips, internship programs.

**Strategy/Activity 3**

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**

07/01/2020-06/30/2021

**Person(s) Responsible**

King Principal and Admin Assistant; Technology Department

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Copy machines (\$5000 of \$7500 total annual bill for copiers); other technology needs



# 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; participation and credit-earning data during distance learning

### 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, distance learning participation/credit-earning.	Data will be collected during the 2019-2020 school year to establish a baseline for 2020-2021. Due to COVID-19 and distance learning, our data is changing to focus on student participation rates and credit-earning in both in-person and distance learning.	Equal participation among subgroups, reports of better persistence in college, better scores on Healthy Kids and YouthTruth surveys, increased credit-earning that is consistent across subgroups, increased graduation and attendance/participation rates

### 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

07/01/2020-06/30/2021

#### Person(s) Responsible

Principal, Communicare, Recovery Happens, DJUSD Department of 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 2.3: Provide high quality materials for core and elective classes and school environment; maintain positive school culture and climate.

### Students to be Served by this Strategy/Activity

All Students; Key Subgroups

### 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, including positive and inclusive school culture.
Budget Reference	4000-4999: Books And Supplies
Amount	2060
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for classes, student activities, building positive climate, community events focused on increasing participation among key subgroups.

### Strategy/Activity 3

Goal 2.4: 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**

<b>Amount</b>	6500
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	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. Participation in distance learning across subgroups.	Better scores on Healthy Kids and YouthTruth surveys, increased graduation and attendance rates, higher participation in community and alumni events and extracurricular activities, equal success during in-person and distance learning (if needed) across all subgroups.

### 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

07/01/2020-06/30/2021

#### Person(s) Responsible

Principal, Counselor, Nurse, Department of Student Support Services, Director of Secondary Instruction

### 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 C) Increase counseling FTE to have counselor on site more than 3 days per week.

### 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	8956
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Portion of 0.1 FTE for Counselor (Sharlese Jones)

### Strategy/Activity 3

Communications (contact with Principal)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

07/01/2020-06/30-2021

### 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 with families via text and phone

# 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: 2019-20**

## Goal 1

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores, alumni survey results, student persistence in college, participation in CTE/internship programs	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.	The COVID-19 pandemic resulted in CAASPP not being administered, in a transition to Distance Learning, and in a pause on our internship program development, although we did make good progress in learning about internship models and getting students started with informational interviews, etc.  Alumni survey will be sent out over summer.

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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)	Hourly pay for teachers to revise summative final assessment, prepare CHSPE prep packets, SpEd team meeting to revise intake process.	Academic Conferencing Budget: staff retreat day or release time to analyze student work, create/revise assessments, and prepare for standardized testing. None Specified District Funded 2000	Hourly pay for staff doing extra duties such as assessment development, SpEd Team meeting None Specified District Funded 1000
Goal 1.2: Paid staff time/subs and provide food for time to work on student portfolios, analyze	None	Academic Conferencing Budget: MTSS Team and full staff hours or	None 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
student work, streamline credit-earning processes, revise and update summative assessments.		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. None Specified District Funded 3500	
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	Materials for all classes and day-to-day operations	Principal's Discretionary Budget (subject to change!): materials for core and elective courses. 4000-4999: Books And Supplies None Specified 1000	Materials for all classes and day-to-day operations 4000-4999: Books And Supplies None Specified 1000
Goal 1.4: Replace and upgrade technology as needed so that all staff and students have access to quality equipment	Copy machines	<p>Copy machines (\$4000/\$7500 total) 5000-5999: Services And Other Operating Expenditures LCFF - Base 4000</p> <p>Principal's Discretionary Budget (subject to change!): copy machines (\$3000/\$7500 total) 5000-5999: Services And Other Operating Expenditures None Specified 3000</p>	<p>\$4000 of \$7500 annual bill for copiers 5000-5999: Services And Other Operating Expenditures LCFF - Base 4000</p> <p>\$3000 of \$7500 annual bill for copiers 5000-5999: Services And Other Operating Expenditures None Specified 3000</p>

## Analysis

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

Most strategies were implemented as planned, including creating summative assessments for each course, providing materials for classes, and providing materials for day-to-day operations.

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

We were effectively able to offer classes to prepare students for college and career. Hard to know efficacy due to COVID-19 and Distance Learning changing many variables mid-year.

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

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

Funding will be focused on providing materials for classes, training opportunities for staff, field trips to community colleges, and development of internship programs.

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 2

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids surveys, YouthTruth surveys, CAASPP scores, alumni survey results, student persistence in college, attendance rates, graduation rates, credit-earning by subgroup	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	

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Goal 2.1: Allow all students to focus on excellence in academics by providing services to remove barriers that might otherwise distract from their schooling.	Wellness Center Nurse Practitioner	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. 5800: Professional/Consulting Services And Operating Expenditures District Funded 23000	Wellness Center Nurse Practitioner 5800: Professional/Consulting Services And Operating Expenditures District Funded 23000
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	Access to online curricular resources	Principal's Discretionary Budget (subject to change!): conferences, professional development around CCSS and NGSS, college/career experiences and visits None Specified None Specified 500	Access to online curricular resources (History) None Specified None Specified 500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
college and career opportunities.			
Goal 2.3: Provide high quality materials for core and elective classes and school environment.	Materials for classes and school environment.	Parcel Tax Budget: supplies for core and elective classes and campus environment 4000-4999: Books And Supplies Local Categorical 1140	Materials for classes and school environment. 4000-4999: Books And Supplies Local Categorical 1140
		Materials for classes 4000-4999: Books And Supplies LCFF - Base 1000	Materials for classes and school environment. 4000-4999: Books And Supplies LCFF - Base 1000
		Materials for electives, student activities 4000-4999: Books And Supplies LCFF - Supplemental 500	Materials for classes and school environment. 4000-4999: Books And Supplies LCFF - Supplemental 500
Goal 2.4: Continually assess for student needs and provide appropriate interventions, including para-educator support for English Learners and Special Education students	Spanish translations for families and students.	Principal's Discretionary Budget (subject to change!): staff timecard hours to conduct baseline assessments, translate for families, provide extra assistance as part of MTSS 1000-1999: Certificated Personnel Salaries None Specified 500	Option to timecard hours of translation 1000-1999: Certificated Personnel Salaries None Specified 100
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))	MTSS staff retreat day.	District Low-Performing Student Block Grant: \$2000 is approximate amount of one day staff retreat in August to work on MTSS. None Specified District Funded 2000	This funding source changed to the MTSS Capacity Building Grant.
		Funding based on application for MTSS Capacity-Building Grant in early July. None Specified District Funded 2000	MTSS staff retreat day over summer. None Specified District Funded 2000



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Goal 2.4 Action B) 0.125 FTE for para-educator salary (Maria Aguirre Robledo)	0.125 FTE for para-educator salary.	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 2000-2999: Classified Personnel Salaries District Funded 5345	Increase of 0.125 FTE for para-educator salary. 2000-2999: Classified Personnel Salaries District Funded 5345

## Analysis

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

Wellness Center, Recovery Happens, MTSS retreat days and team meetings, and increase para-educator FTE were all implemented as planned.

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

Improved student access to basic services, thereby improving individual student attendance, improving school climate, and prioritizing whole-student well-being.

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

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

Wellness Center and Recovery Happens funding needs may be different based on possibility of Distance Learning, but are estimate to be the same so that we can provide some in-person services for students even if we do not have school in-person as usual. Para-educator salary increase of 0.125 FTE cost will increase due to salary increase (step increase + Measure G).

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 3

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.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids surveys, YouthTruth surveys, alumni surveys, attendance rates, graduation rates.	Better scores on Healthy Kids and YouthTruth surveys, increased graduation and attendance rates, higher participation in community and alumni events and extracurricular activities.	Review of YouthTruth data led us to want to develop our own metrics for evaluating student climate. COVID-19 and distance learning led us to track participation rates and credit earning versus participation in "community and extracurricular activities."

### Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Contract with Recovery Happens.	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. 5800: Professional/Consulting Services And Operating Expenditures District Funded 10000	Contract with Recovery Happens. 5800: Professional/Consulting Services And Operating Expenditures District Funded 10000
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	Restorative Justice/Practices materials, food for staff training days.	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	Restorative Practices materials. None Specified None Specified 1000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
days, materials as needed.		days, conference registration/travel expenses, food for PD days, materials as needed None Specified None Specified 1000	
Goal 3.1 Action C) Providing programs/opportunities for counseling, mindfulness, meditation, yoga, mental health breaks, self-care opportunities, etc.	None	Utilize any leftover leftover budget set aside in District LCAP for Communicare + Recovery Happens, if available. None Specified District Funded 540	None None Specified None Specified 0
		Portion of 0.1 FTE for Counselor (Sharlese Jones) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 9378	Portion of 0.1 FTE for Counselor (Sharlese Jones) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 9378
		Principal's Discretionary Budget (subject to change!): Portion of 0.1 FTE for Counselor (Sharlese Jones) 1000-1999: Certificated Personnel Salaries None Specified 1214	Portion of 0.1 FTE for Counselor (Sharlese Jones) 1000-1999: Certificated Personnel Salaries None Specified 1214
		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. 5800: Professional/Consulting Services And Operating Expenditures None Specified 0	None None Specified None Specified 0
Goal 3.2: Clarify process for taking IEP students and make sure that inclusion model is serving ALL students appropriately (WASC Goal #5)		Academic Conferencing Budget: SpEd team meet to revise referral and intake process and guidelines (hours, food, materials) None Specified District Funded 500	Academic Conferencing Budget: SpEd team meet to revise referral and intake process and guidelines (hours, food, materials) None Specified District Funded 500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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		King High apparel for all students and staff; build community with weekly King Pride day 4000-4999: Books And Supplies LCFF - Supplemental 500	King High apparel for all students and staff; 4000-4999: Books And Supplies LCFF - Supplemental 500
		Principal's Discretionary Fund (subject to change!): Thanksgiving Feast, DOTG, community-building events None Specified None Specified 1500	Thanksgiving Feast, community celebrations None Specified None Specified 1500
		Student recognition, staff and student appreciation, community-building events and field trips. None Specified Site Based Gifts and Donations 1000	staff and student appreciation, community-building events None Specified Site Based Gifts and Donations 1000
Goal 3.3 Action A) Field Trip funding (college, career, community-building); community-building activities/awards (Day on the Green)		Field trips, food, prizes as described in goal None Specified LCFF - Supplemental 2780	Field trips, food, prizes as described in goal None Specified LCFF - Supplemental 2780
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)		Principal's Discretionary Budget (subject to change!): Thanksgiving Feast, Day on the Green None Specified None Specified 500	Thanksgiving Feast, other community activities, King High facemasks None Specified None Specified 1000
Goal 3.5 Action A) Graduation materials and experiences		Graduation Budget: \$1000 for caps and gowns; \$500 for decorations, cake, beverages; \$500 for programs, invitations, diplomas, diploma covers; \$1500 for senior/graduation photographer None	caps and gowns, yard signs, videographer, King High facemasks None Specified District Funded 3500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Specified District Funded 3500	
Communications (contact with Principal)		Principal's Discretionary Budget (subject to change!): cell phone stipend per contract to maintain communications for emergencies 5000-5999: Services And Other Operating Expenditures None Specified 960	Admin cell phone stipend, per contract 5000-5999: Services And Other Operating Expenditures None Specified 960

## Analysis

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

Wellness Center and Recovery Happens and Counselor FTE contracts were implemented and utilized. Not all community activities were possible due to COVID-19/distance learning, so adjustments were made to use some funding for King High facemasks, texting programs for communication, etc.

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

School climate was good, but we need more data from an updated survey (besides YouthTruth) that we are developing, as well as to account for Distance Learning.

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

Community events such as Day on the Green didn't happen due to COVID-19.

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.

Funding allocated for school climate and environment, including a focus of LCFF Supp funds on being inclusive toward all subgroups.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 4

## Annual Measurable Outcomes

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

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

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 5

## Annual Measurable Outcomes

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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Support for being Trauma Informed School-health, food services, mentoring			

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 6

## Annual Measurable Outcomes

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

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

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

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

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

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



# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 7

## Annual Measurable Outcomes

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

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

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 8

## Annual Measurable Outcomes

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

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

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

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	17016
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	60,616.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	8956	0.00
LCFF - Base	5,000	0.00
LCFF - Supplemental	3060	0.00
District Funded	0	-41,500.00
Local Categorical	1140	0.00
None Specified	960	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	41,500.00
LCFF - Base	5,000.00
LCFF - Supplemental	3,060.00
Local Categorical	1,140.00
None Specified	960.00
Title I Part A: Allocation	8,956.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,956.00
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	3,200.00
5000-5999: Services And Other Operating Expenditures	5,960.00
5800: Professional/Consulting Services And Operating Expenditures	33,000.00
None Specified	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	33,000.00
None Specified	District Funded	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,060.00
None Specified	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	Local Categorical	1,140.00
5000-5999: Services And Other Operating Expenditures	None Specified	960.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,956.00

# 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
Helke Farin	Classroom Teacher
Nayzeth Marquez-Menenses	Secondary Student
Cristina Enriquez	Secondary Student
Heather Carpenter	Parent or Community Member
Cristina Buss	Principal
Lisa Chirillo	Parent or Community Member
Mark Jordan	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

NM Mar e s

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 6/3/20.

Attested:

Cristina Buss

Principal, Cristina Buss on 6/3/20

NM Nayzeth

SSC Chairperson, Nayzeth Marquez Meneses on 6/3/20



# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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