

SPSA Year  2017-18  2018-19  2019-20

# School Plan for Student Achievement (SPSA) and Annual Evaluation

[Addendum 1:](#) Regulatory requirements

[Addendum 2:](#) General instructions.

[Appendix A:](#) Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#) [Note: this text will be hyperlinked to California School Dashboard web page: Essential data to support completion of this SPSA. Please analyze the school's full data set.

School Name

Kingsburg Joint Union School District

Contact Name and Title

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Email and Phone

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**THE STORY:** Briefly describe the students and community and how the school serves them.

Kingsburg High School (KHS) has a longstanding tradition of excellence in academics, strong extracurricular programs, a dedicated and caring staff, an outstanding student body and involved parents and community. We value the importance of a holistic educational experience for all students. Students are expected to challenge their minds with the most rigorous academic programs, challenge their bodies with the discipline and team building experience of competitive sports programs, explore vocational and elective areas of study to find their interests and talents, and develop a sense of community service. Our goal is to help students develop personal responsibility and decision-making skills and to prepare and plan for post-secondary education or vocational training.

The district boundaries cover a total of ninety-five square miles, with a population of nearly 18,000 people in portions of Fresno, Tulare and Kings Counties. Except for the city of Kingsburg, the district's area is predominantly a well producing rural agricultural region. KJUHSD is provided students by four elementary school districts and although not unified, the superintendents work closely together to provide continuity. KJUHSD student population is a little over 1,100 with 60% being Hispanic and 33% white. Our socioeconomically disadvantage population makes up 45.7% of our population and EL population is at 6.0%. In the last decade, Kingsburg has passed two ten million dollar school bonds to help improve the facilities at KJUHSD. A majority of the money of the first bond went to support building and facilities upgrades at Kingsburg High school. The most recent bond focused on technology and providing a student laptop to every student, buying out the solar project, and other upgrades to facilities.

No matter what role we play on a school campus (administrator, teacher, office/support staff or maintenance), we are all here for one simple goal: to help each student reach his/her full potential. To achieve this, we must work together with students to help them build self-esteem, self-discipline, responsibility, problem-solving and critical thinking skills as well as to accept the challenges of meeting the most rigorous of academic programs. We need to make every situation for them one of learning and growth. We need to encourage all students to become self-directed leaders themselves. We are all lifelong learners, and we must be prepared to model this for our youth to share the vision of our school.

**SPSA HIGHLIGHTS:** Identify and briefly summarize the key features of this year’s SPSA.

The 2018-19 SPSA once again focuses on improving the academic and career skills of our students. A continued focus on professional development in the areas of SBAC, student engagement, and instructional strategies through technology. From input from stakeholders, the district will explore and examine the possibility of a different schedule, including adding additional periods to allow our students more options. In understanding that the transition to high school can be difficult, the school will implement a mentor program for incoming freshman students. This program will offer freshman students a senior mentor they will meet with throughout the school year and be able to go to for assistance. As seen as an area of continued focus mentioned from student and parent surveys, safety will continue to be a focus. A new visitor registration and pass system will be purchased as well as including more drills and training for our students. Finally, the school will continue to support the mental health needs of our students by providing counseling services, a wellness fair, and more training for teachers on bullying, signs of suicide, and human sex trafficking.

## **NEEDS ASSESSMENT -- REVIEW OF PERFORMANCE**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

### **GREATEST PROGRESS**

In reviewing all data, including the California Dashboard, the district showed lots of growth. Results from the California Dashboard show that in the areas of suspensions, graduation rate, and English Learner progress we were in the blue or green in all areas and subgroups. In the area of suspension, there was a decline in overall and all subgroups. Our area of need from last year, Asian suspensions went from orange to blue with no suspensions. Our English Learner Progress has increased 13%. In the area of academics, our district saw an increase in the percent met or above increase by 15% in English and 12% in math. From stakeholder meetings, stakeholders are proud of our college going rate and the support the school provides to students. KJUHSD will continue to build on professional development to give strategies to our teachers to improve student achievement. A new focus on supporting incoming 9th graders as they make the transition to high school will also help improve student achievement.

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of school or district data. What steps is the school planning to take to address these areas with the greatest need for improvement?

### **GREATEST NEEDS**

In reviewing the LCFF Evaluation rubrics, KJUHSD has no state or local indicators with the overall performance in Red or Orange, including all subgroups. Initial CCI scores shows that our district is at 43.3% college ready. In an effort to help improve our CCI indicator, we are working on improving the number of AP classes and passing rate and developing our Career Pathway's. Our district is examining our pathways to make sure they align with the state standards and are offering more CTE classes as a dual enrollment class. Initial chronic absenteeism indicators stated the district was at 10.2%, which is lower than the state average, but still higher than our district goal. A new action will be added to address a focus on tracking absences and encouraging students to attend school day.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other school data. What steps is the school planning to take to address these performance gaps?

The district did not have any areas where there was a two or more performance level below the "all student" performance.

## **PERFORMANCE GAPS**

## **SUPPLEMENTAL SERVICES**

If not previously addressed, identify the two to three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, and foster youth.

The main focus of the district in increased and improve services for low-income students, English learners, and foster youth is academic support in the form of after school intervention tutoring, professional development on student engagement strategies, and instructional aides in classrooms. When these students have more people focused on supporting their learning, then these students can stay engaged in their own learning.



**Annual Update**  
**SPSA Year Reviewed: 2017-18**

**Goal 1**

Academic Achievement- KJUHSD believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.

**Annual Measureable Outcomes**

Expected	Actual
<p>1. H.S. graduation Rate  <b>a.</b> Baseline: 2014-2015 93.7%  <b>b.</b> 2017-18: 94.5%</p>	<p>Goal Met. 95.0% overall. All subgroups above the state average except two races.</p>
<p>2. State Standardized Assessments as measured by Math CAASPP scores Distance from level 3  <b>a.</b> Baseline: 2015-2016 -60.9 points  <b>b.</b> 2017-18: -50 points</p>	<p>Goal Met. -35.90. This was a 25-point improvement from previous year.</p>
<p>3. State Standardized Assessments as measured by English CAASPP scores Distance from level 3  <b>a.</b> Baseline: 2015-2016 +11.8 points  <b>b.</b> 2017-18: +20 points</p>	<p>Goal Met. +49.4. This was a 37.6-point improvement from previous year.</p>
<p>4. A-G: % pupils with successful course completion  <b>a.</b> Baseline: 2015-2016 35.3%  <b>b.</b> 2017-18: 37%</p>	<p>Goal Met. 44%. This was a 9% increase from previous year and above the state average.</p>
<p>5. EAP: % pupils scoring “ready” or higher ELA  <b>a.</b> Baseline: 2015-2016 18%  <b>b.</b> 2017-18: 22%</p>	<p>Goal Met. 32.28%. This was a 14.28% increase from the previous year. All subgroups saw an increase of at least 5%</p>
<p>6. EAP: % pupils scoring “ready” or higher Math  <b>a.</b> Baseline: 2015-2016 9%  <b>b.</b> 2017-18: 14%</p>	<p>Goal Not Met. 11.64%. This is an improvement of 2.64% over the previous year. Reclassified English Learners and English Learners saw a decrease from the previous years.</p>

Expected

Actual

<p><b>7.</b> AP: Pupils Scoring 3 or higher <b>a.</b> Baseline: 2015-2016 42.5% <b>b.</b> 2017-18: 44%</p>	<p>Goal Met. 48.9%. This is an increase of 6.4% from the previous year. Asian, Two or more Races, and SED saw a decrease compared to the previous year.</p>
<p><b>8.</b> EL annual growth as measured by CELDT/ELPAC annual growth data <b>a.</b> Baseline: 2015-2016 79.4% <b>b.</b> 2017-18: 81%</p>	<p>We made an error reporting the baseline data. It was reported as 79.4%, however this is our ELPI status from the Dashboard Indicator and not our EL Annual Growth (the percent of students growing a level or remaining proficient/advances on the Annual English language Acquisition Assessment). In order to correct the baseline data and actual growth, we will report the corrected data here. Moving forward, we will discontinue this metric as written and implement a revised metric for the same measure using corrected data. Baseline should have been 2015-16 % students making annual growth = 35.7%. This is not on Dataquest or on the dashboard. This data comes from the vendor to the assessment coordinator for the district. Since CA doesn't calculate AMAO's anymore, it must be calculated by hand. The 2016-17 % was 47%. There was growth from 2015-16 to 2016-17.</p>
<p><b>9.</b> EL reclassification as measured by prior year number of re-designated students <b>a.</b> Baseline: 2015-2016 7% <b>b.</b> 2017-18: 9%</p>	<p>Targeted was exceeded. Our reclassification for 2017-18 was 18.8% as reported on DataQuest.</p>
<p><b>10.</b> Other Outcomes: Percent of students passing the physical fitness test <b>a.</b> Baseline: 2015-2016 56.7% <b>b.</b> 2017-18: 58%</p>	<p>Goal Met. 60.7%. The goal was met, but overall there was a decline overall and in all subgroups in the passing rate.</p>

**Actions / Services**

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or early intermediate.</p>	<p>The district employed 1 teacher to teach 1 class that directly worked with EL students, 1 teacher to teach 1 class that directly supported 9th grade students performing below grade average in ELA. We had 3 teachers teach 9 sections of math classes that directly supported students performing below grade level in math.</p>	<p>1) Salaries/Benefits            a) KHS- \$130,679            b) OHS- \$183,029            Source: Title I                1. Salaries/Benefits \$50,964            Source: Title II                1. Salaries/Benefits \$263,568            Source: LCFF</p>	<p>1)Salaries/Benefits            a) KHS- \$130,679            b) OHS- \$183,029            Source: Title I                1. Salaries/Benefits \$50,964            Source: Title II                1. Salaries/Benefits \$263,568            Source: LCFF</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1) Instructional aides' salaries and benefits.</p>	<p>The district employed 2 instructional aides, one full time and 1-part time, who was principally focused on EL and low income students in academic classes. The district employed 5 instructional aides who supported special education students.</p>	<p>1.Salary/Benefits \$88,611            Source: Title I            2.Salary/Benefits \$93,516            Source: Special Education</p>	<p>1.Salary/Benefits \$88,611            Source: Title I            2.Salary/Benefits \$93,516            Source: Special Education</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Intervention program during and after school to support students who are on academic probation.	The district provided after school tutoring two days a week. The library is open every day after school for students to have access to internet. Math and Science provide lunchtime tutorials. Individual teachers are available for additional support before school, during lunch and after school to their students.	Amount: 1) \$5000 2) \$894 Source: LCFF	Amount: 1) \$5000 2) \$894 Source: LCFF

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Summer School- salary and benefits.	Summer school was provided again this summer. There was 12 classes, plus one online class for variable credits. The breakdown of classes is: 4 Health classes, 2 World History, 2 US History, 1 English, 1 Math 1, 1 Earth Science, and 1 PE. Health, World History, US History, Math and PE are both enrichment and recovery classes. English and Earth Science are recovery classes.	Amount: 1) \$74,514 2) \$16,138 Source: LCFF	Amount: 1) \$68,140 2) \$12,969 Source: LCFF

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.	Math curriculum was purchased for Math1, Math 2 and Math 3 through Carnegie. Edgenuity online curriculum was purchased for Kingsburg Independent Study, Oasis High School and Kingsburg High School. Social Studies bought new curriculum. Additional supplemental materials were purchased by departments as requested.	Amount: \$52,695 Source: Lottery Instructional Material	Amount 1) \$61,985 - Lottery 2) \$19,798- LCFF Source: Lottery Instructional Material, LCFF

## NEEDS ASSESSMENT -- STAKEHOLDER ENGAGEMENT

SPSA Year

2017-2018

2018-2019

2019-2020

### INVOLVEMENT PROCESS FOR SPSA AND ANNUAL EVALUATION

Date	Group	Input
5/23/18	ELAC/DELAC	Presented Draft of 2018/19 LCAP. Reviewed annual review and presented goals and actions. Parents did not have any comments on the LCAP.
5/29/18	School Site Council	Presented Draft of 2018/19 LCAP. Reviewed annual review and presented goals and actions. SSC did not have any questions and approved the plan.
9/17/18	School Site Council	Reviewed KJUHSD LCAP and discussed Draft SPSA. Asked for input on if more actions were needed. SSC stated that had no additions were needed. Committee was asked for approval with the condition that the ELAC/DELAC still needed to give input. SSC agreed to approve the SPSA and sign off after the ELAC/DELAC meeting. They understand if additions needed to be made, the SPSA would be brought back to them in December.
9/24/18	ELAC/DELAC	Reviewed KJUHSD LCAP and discussed Draft SPSA. Asked for input on if more actions were needed. ELAC/DELAC did not have any additions and approved the SPSA.
9/25/18	School Site Chair	Since the ELAC/DELAC has not additions and agreed to the SPSA, SSC Chair and principal signed off on the SPSA.

### IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these consultations impact the SPSA for the upcoming year?

The meetings with advisory groups helped explain the process to aligning the SPSA with the LCAP. Parents all agreed that having the two plans align will make it easier for parents to understand. Parents decided that the focus of the SPSA were more direct programs and supports for students more so than the day to day expenses related to running a district. The groups look forward to being able to discuss both the LCAP and SPSA at the same time. Input from stakeholders directly impacted both the LCAP and SPSA.



## 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.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Rick Barkowsky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joelle Bruce	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brian Donovan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Ekizian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mark Jensen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Lou Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Owen Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ajmeet Pama-Ghuman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ryan Phelan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Schreiner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kassidy Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lisa Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Number of members in each category	1	3	1	4	3

<sup>1</sup> EC Section 52852

# Goals, Actions, and Services

## Strategic Planning Details and Accountability

New
  Modified
  Unchanged

### Goal 1

**KJUHSD believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.**

State and/or Local Priorities Addressed by this Goal

STATE  1  2  3  4  5  6  7  8  
 LOCAL \_\_\_\_\_

Identified Need from the Annual Evaluation and Analysis

Academic achievement has always been the focus of the district. Dashboard results show that in the area of statewide assessment, the district is below average level 3 in math and only slightly above average level 3 in ELA. Our EAP scores are below the state average. Through stakeholder surveys and input, the district needs to look at adding more AP and honor classes.

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>H.S. graduation Rate</b>	2014-2015 93.7%	94.5%	95.5%	96.5%
<b>State Standardized Assessments as measured by Math</b>	2015-2016 -60.9 points	-50 points	-40 points	-30 points

<b>CAASPP scores Distance from level 3</b>				
<b>State Standardized Assessments as measured by English CAASPP scores Distance from level 3</b>	2015-2016 +11.8 points	+20 points	+27 points	+34 points
<b>A-G: % pupils with successful course completion</b>	2015-2016 35.3%	37%	39%	41%
<b>EAP: % pupils scoring “ready” or higher ELA</b>	2015-2016 18%	22%	26%	30%
<b>EAP: % pupils scoring “ready” or higher Math</b>	2015-2016 9%	14%	19%	24%
<b>AP: Pupils Scoring 3 or higher</b>	2015-2016 42.5%	44%	46%	48%
<b>EL annual growth as measured by CELD/ELPAC annual growth data</b>	2015-2016 79.4%	81%	Baseline will be established utilizing ELPAC results.	Baseline will be established utilizing ELPAC results.
<b>EL reclassification as measured by prior year number</b>	2015-2016 7%	9%	11%	13%

**of re-designated  
students**

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**PLANNED ACTIONS/SERVICES**

**Action 1: Provide fully credentialed support teachers during the regular school day and provide focused class instruction for students achieving below grade level.**

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or early intermediate. Credentialed teacher for class size reduction in classes with students achieving below grade level.	1) Principal, District	1) Summer 2018	1) Salaries/Benefits KHS- \$143,669 OHS- \$183,029 Source: Title I 2) Salaries/Benefits \$ 51,343 Source: Title II 3) Salaries/Benefits \$603,612 Source: LCFF

**Action 2: Instructional aides support of students in the classroom.**

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children  <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Instructional aides' salaries and benefits.	Principal, District	August 2018	1) Salary/Benefits \$97,736 Source: Title I  2. Salary/Benefits \$77,598 Source: Special Education

**Action 3: Provide intervention programs during and after school.**

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children  <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Intervention program during and after school to support students who are on academic probation.	Principal, Teachers, District	September 2018	1) \$5,600 Source: LCFF

**Action 4: Provide summer school intervention and enrichment for grades 9-12 and related costs, including materials and supplies.**

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children  <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Summer School- salary and benefits.	Principal, Teachers, District	April 2019	1) \$123,604 2) Source: LCFF

**Action 5: Order state/locally approved CCSS curriculum for core content subjects, ELD, and supplemental materials to support the CCSS implementation.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.	Principal, Teachers, District	Throughout the school year	1) \$55,248 Source: Lottery Instructional Material

# Goals, Actions, and Services

## Strategic Planning Details and Accountability

New     
  Modified     
  Unchanged

### Goal 2

Maintain a positive and safe environment- KJUHSD believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens.

State and/or Local Priorities Addressed by this Goal

STATE     1     2     3     4     5     6     7     8  
 LOCAL \_\_\_\_\_

Identified Need from the Annual Evaluation and Analysis

Through parent and student surveys, it was noted that though students feel safe, they feel there is room to improve. The district chronic absenteeism is at 6.7% and the district feels this number needs to be reduced. With the introduction of student devices, the need for continued education in digital citizenship is needed.

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Attendance as measured by district average attendance</b>	2015-2016 95.72%	96%	97%	Maintain 97% or higher
<b>Chronic Absenteeism as measured by % students with 10% or more absenteeism</b>	2015-2016 7.4%	7%	6.5%	6.0%

<b>H.S. Dropout as measured by formula in LCAP appendix</b>	2014-2015 7.9%	7.0%	6.5%	6.0%
<b>Suspension rate</b>	2014-2015 2.8%	2.3%	2.0%	1.7%
<b>Expulsion rate</b>	2015-2016 0%	.1%	.09%	.08%
<b>Facilities Maintained as measured by annual FITs or SARC review</b>	For 2016-2017 All (100%) site FITs scored "good" or higher	All (100%) site FITs will score "good" or higher	All (100%) site FITs will score "good" or higher	All (100%) site FITs will score "good" or higher
<b>School Climate Survey- % responses high levels for school connectedness.</b>	2016-2017 70.2%	73%	76%	79%
<b>School Climate Survey- % responses feel very safe at school</b>	2016-17 68.7%	70%	72%	74%

## Action 1: Continue PBIS in all schools

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

### 2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) PBIS materials, supplies and professional development.	Principal, Assistant Principal, PBIS team	Meet monthly to review discipline data, teacher training.	1) \$3,000 Source: Lottery

**Action 2: Provide a safe environment for students through the use and upgrade of security cameras, school safety dog, new PA system and police at school/sporting functions.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Continue to buy and upgrade security cameras on campus to ensure coverage throughout campus. New visitor check in program that will require a driver license that is inputted in a system that does a check and then all visitor passes will have a picture on the pass. Safety dog will be used to provide a safe environment by detecting material that is illegal to have on campus.	Principal, Assistant Principals, IT Director, District	Throughout the year.	1) \$8,795 Source: LCFF

**Action 3: Contract with outside agencies to provide health services for students.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Outside agency services included: School Psychologist, Student Assistance Program counselor, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, Athletic Trainer. There will be an increase of one additional day for a school psychologist.	Principal, Athletic Director, Director of Special Education, District	Summer 2018	\$47,000- Trainer \$50,498- Comprehensive Youth Services \$3,150- Nursing \$44,479- Psychologist \$8,450- Speech \$4,782- Adaptive PE Source: LCFF \$37,801- Psychologist Source: Title IV

**Action 4: Implement mentor program to support incoming 9th graders in the transition to high school.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Implement the mentor program with 9th grade students. Seniors will mentor 10 to 15 9th grade students. They will meet throughout the year to help with the transition to high school.	Principal, Assistant Principals, Teachers	Throughout the school year	1) \$3,000 Source: LCFF

**Action 5: Support student attendance by tracking student attendance, scheduling meetings and using the SARB process to ensure all students are attending school.**

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children  <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Provide staff to track attendance, schedule meetings, and offer Saturday School to ensure student attendance.	Principal, Assistant Principals	Throughout the school year	1) \$35,369 Source: LCFF

# Goals, Actions, and Services

## Strategic Planning Details and Accountability

New     
  Modified     
  Unchanged

### Goal 3

**Provide professional development and collaboration time that builds student achievement- KJUHSD recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students.**

State and/or Local Priorities Addressed by this Goal

STATE     1     2     3     4     5     6     7     8  
 LOCAL \_\_\_\_\_

Identified Need from the Annual Evaluation and Analysis

Student standardized scores went down from the previous year. Teachers have also requested more professional development in the area of engagement and preparation for CAASPP. The transition to Next Generation Science Standards and the new social studies frameworks have created a need for professional development in these areas. With a passing score on an AP test demonstrating a student is college ready, more professional development is need to not only increase access to AP classes, but strategies for teachers to help all student achieve success in AP.

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standards Implemented as measured by either 1) Narrative Summary or 2) State Reflection Tool	2016-2017 Average score of 4.0	Average score of 4.1 or higher	Average score of 4.2 or higher	Average score of 4.3 or higher

<b>EL access to state standards/ELD standards (included with tool used above)</b>	2016-2017 Average score of 4.0	Average score of 4.1 or higher	Average score of 4.2 or higher	Average score of 4.3 or higher
<b>Access to a broad course of study as measured by review of teacher and/or master schedules</b>	2016-2017 100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites	100% access to a broad course of study at all school sites

**PLANNED ACTIONS/SERVICES**

**Action 1: Contract with curriculum and instructional experts to provide professional development for all teachers in the areas of CCSS, NGSS, technology, and student engagement. Substitute teacher costs for release days and related costs.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Provide professional development and collaboration time to improve instructional strategies and share best practice.	Principal, Department Chairs, District	1) Meet each semester to decide professional development. 2) Use late start Mondays to provide training.	1) \$7,951 Source: LCFF 2) \$45,000 Source: College Readiness Grant

**Action 2: Purchase/Contract with data management system to create benchmark exams, analyze local and state assessments, and monitor students' progress.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Data management system 2) Analysis of data for all subgroups will inform decision-	Principal, Department Chairs, District	Throughout the year.	1) \$19,532 Source: LCFF

**Action 3: Provide student engagement training that is principally directed toward EL and low income students.**

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Professional development opportunities will be provided to teachers in the area of student engagement through research based strategies. An additional buy back day for teachers will be added to the 2018-19 school year.	Principal, Department Chairs, District	1) Meet each semester to decide professional development. 2) Use late start Mondays to provide training.	1) \$55,000 Source: LCFF

# Goals, Actions, and Services

## Strategic Planning Details and Accountability

New     
  Modified     
  Unchanged

### Goal 4

Prepare students for the transition to post-secondary schooling/training both through programs directly to students and communication with parents. KJUHSD needs to prepare all students to be college and career ready.

State and/or Local Priorities Addressed by this Goal

STATE     1     2     3     4     5     6     7     8  
 LOCAL \_\_\_\_\_

Identified Need from the Annual Evaluation and Analysis

College and career readiness is the goal of the district. Through stakeholder meetings, a need was seen in having more options to help students achieve post-secondary success. Communication about requirements and student progress was an area stakeholders wanted more information on.

**EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>% of graduating seniors will be enrolled in community college, 4-year college, or the military.</b>	2015-2016 94%	95%	Maintained at 95% or higher	Maintained at 95% or higher
<b>CTE Sequence of Study is % of students with two</b>	2016-2017 15.4%	17%	19%	21%

<b>courses in the same pathway</b>				
<b>% of students participating in Career Technical Student</b>	2016-2017 24%	26%	28%	30%
<b>Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians and parent participation</b>	2016-2017 1) Parent Communication: Agree/ Strongly Agree 74.5% 2) Parent Participation in District Committees/ Meetings: Average less than 5 parents per committee/meeting	1) Parent Communication: Agree/ Strongly Agree 76% 2) Parent Participation in District Committees/ Meetings: Average 7 parents per committee/meeting	1) Parent Communication: Agree/ Strongly Agree 78% 2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting	1) Parent Communication: Agree/ Strongly Agree 80% 2) Parent Participation in District Committees/ Meetings: Average 9 parents per committee/meeting
<b># of parent/community survey responses on direction of LCAP</b>	2016-2017 118	140	180	210

**PLANNED ACTIONS/SERVICES**

**Action 1: Provide school/district communications and parent involvement opportunities.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Use of AERIES portal and communication to communicate with parents regarding student progress.  2) Continue to develop the district and school websites to improve ease of locating information and ensuring information is updated.	Principal, District	Throughout the year	1) \$12,401 Source: LCFF

**Action 2: Provide technology to students, including individual devices to each student, to help students build their college and career readiness.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Salaries for technology personnel. Infrastructure, devices and technology material.	Principal, IT Director, District	August 2017	1) \$130,000 Source: GO Bond 2) \$283,167 Source: LCFF

**Action 3: Through the ROP program and district programs, increase the number of CTE pathways as well as additional career courses available in the district.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Through the ROP program and district programs, review the CTE pathways to ensure pathways are being completed and adjust and add additional career courses available in the district. 2) Career-Technical Education teacher salaries, benefits, materials, and supplies. 3) We seek to provide a variety of career technical classes and pathways to support students.	Principal, Teachers, ROP, District	Throughout the year	1) \$504,813 Source: LCFF

**Action 4: Increase the number of students who are taking and passing AP tests and explore the possibility of adding additional offerings.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) <u>All Students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Professional development for teachers teaching AP to provide instructional strategies to encourage and support all levels of students taking AP.	Principal, Teachers, District	1) PLC team to established guidelines for AP 2) Professional Development: Summer 2018	1) \$231,450 Source: LCFF

**Action 5: Support the College and Career Center in supporting students with transitioning into post-secondary programs.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>All students</u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Provide programs that allow students to explore colleges. Salary and benefits for college and career center teacher and counselors. Encourage all students to pursue postsecondary opportunities.	Principal, College and Career Center Teacher, District	Throughout the school year	1. \$107,473 Source: LCFF

**Action 6: Support the AVID program in supporting low income students become college ready by developing academic skills.**

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children  <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Provide funding to support the AVID program on Kingsburg High School Campus. This includes, salaries of teachers, District director, cost of the program, tutors, and materials.	Principal, AVID Site Coordinator, District	Throughout the school year	1) 93,883 Source: Title I

**Action 7: Support the involvement and participation of students in Career Technical Student Organizations (CTSOs) to help prepare students for career options.**

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) <u>  All Students  </u>
Scope of Service	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2018-2019 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
1) Provide transportation, staff, money for entry fees, and materials needed to support students in the student organizations  2) We seek to provide students with more than just classes that support career readiness, but activities for students to demonstrate skills needed to be career ready.	Principal, CTE Program, District	Throughout the school year	1) \$35,698 Source: LCFF  2) \$ 34,554 Source: CTE Grant

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: The district does not provide centralized services.

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>List and Describe Other State or Local Funds:</b> From Valley ROP, not directly to KHS	\$277,148	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$277,148	

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$519,444	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$50,657	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP <sup>3</sup>

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the

<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<b>Other federal funds</b> (Title IV)	\$37,801	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$607,902	
Total amount of state and federal categorical funds allocated to this school		\$885,050	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: September 17, 2018.

Attested:

Ryan Phelan  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Joelle Bruce  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date