School Year: 2019-2020

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kingsburg High School</td>
<td>10622571033695</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Purpose and Description

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

This plan meets the requirements for a schoolwide program. The school is not a CSI, TSI, or ATSI school. The use of federal funds helps the district focus on students who struggle academically and are in need of additional support to meet the districtwide goals (academic achievement, positive and safe environment, student achievement, and transition to post-secondary schooling/training). For our small district, the use of federal funds helps support specific needs, such as specialized classes (English Workshop, English E, two year math classes and below grade level math class) for struggling students, instructional aides in classrooms, promoting college awareness and preparation through the AVID program, and academic counseling.

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

As with all funding, the LEA will use money in a way that best supports student learning. Title I and Title II will focus on supporting low income, English Learners, and foster students by providing support classes and professional development for teachers to better support and engage students. Title IV money will focus on creating a safe environment and providing a well-rounded education for all students. The use of how money is spent is reviewed and discussed with parent groups (District Advisory Committee, School Site Council, and English Learner Advisory Committee/District English Learner Advisory Committee).

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

The school met with the school site council four times during the year. Also, since the school is the only comprehensive high school in the high district. Collaboration on actions and goals was discussed in other committee meetings (District Advisory Committee and English Learner Advisory Committee) as well as reviewing data from parent/community, student, staff and teacher surveys.
9/17/18- School Site Council: Presented information on local priorities and the progress the district/school has made. There was no questions regarding the local priorities.

12/10/18- School Site Council: Presented information on the California Dashboard. Presented district and school data on expulsions, chronic absenteeism, meeting A-G, AP passing rate, and EL students. Parents asked about the difference between KHS and KJUHSD graduation rate and plans to help improve the results from the Dashboard.

3/4/19- School Site Council: Reviewed LCAP Metrics. Discussed how the district should be receiving more S&C funding. Member suggested using that money for more intervention for students, especially after school.

5/20/19- School Site Council: Discussed new actions district is considering to add to LCAP to address stakeholder and Dashboard areas of concern. These new actions are also being added to the SPSA. School Site Council liked all of the new actions and felt this would help support students. Discussed actual budgeted from 2018-19 and how 2019-20 will be budgeted the same except for the new money coming from supplemental and concentration funds. The new actions will use that funding. Parents agreed to have the future draft copy SPSA be emailed to them for approval. School Site Council approved the SPSA by email.

**Resource Inequities**

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

The school is not in CSI or ATSI.
Goals, Strategies, Expenditures, & Annual Review

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.

Identified Need

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.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S. graduation Rate</td>
<td>Baseline: 95.5% 2018-19: Goal Met: 98.9% graduation rate</td>
<td>2019-20: 96.5%</td>
</tr>
<tr>
<td>State Standardized Assessments as measured by Math CAASPP scores Distance from level 3</td>
<td>Baseline: -40 points 2018-19: Goal Met: -39.5 points below</td>
<td>2019-20: -30 points</td>
</tr>
<tr>
<td>State Standardized Assessments as measured by English CAASPP scores Distance from level 3</td>
<td>Baseline: +27 points 2018-19: Goal Met: +38 points above</td>
<td>2019-20: +34 points</td>
</tr>
<tr>
<td>A-G: % pupils with successful course completion</td>
<td>Baseline: 39% 2018-19: Goal Met: 40.5% completed A-G</td>
<td>2019-20: 41%</td>
</tr>
<tr>
<td>EAP: % pupils scoring “ready” or higher ELA</td>
<td>Baseline: 26% 2018-19: Goal Met: 32.9% scored ready</td>
<td>2019-20: 30%</td>
</tr>
<tr>
<td>EAP: % pupils scoring “ready” or higher Math</td>
<td>Baseline: 19% 2018-19: Goal Not Met: 14.2% scored ready</td>
<td>2019-20: 24%</td>
</tr>
<tr>
<td>AP: Pupils Scoring 3 or higher</td>
<td>Baseline: 46% 2018-19: Goal Met: 53.4%</td>
<td>2019-20: 48%</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Baseline/Actual Outcome</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>EL annual growth as measured by CELDT/ELPAC annual growth data</td>
<td>Baseline: Baseline will be established utilizing ELPAC results. 2018-19: ELPAC summative assessment results reflect the following: Level 4 – 25% Level 3 – 36% Level 2 – 22% Level 1 – 19% A baseline will be established once 2 years of scores are available.</td>
<td>2019-20: Baseline will be established utilizing ELPAC results.</td>
</tr>
<tr>
<td>EL reclassification as measured by prior year number of re-designated students</td>
<td>Baseline: 11% 2018-19: Goal Not Met: 4.3% reclassification Rate</td>
<td>2019-20: 13%</td>
</tr>
</tbody>
</table>

### Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

- English learners, low income

### Strategy/Activity

Credentialed teacher for an English 9 Workshop class and a credentialed teacher for English EL class for EL students who are beginning or somewhat developed level on the ELPAC. Credentialed teachers for math classes that do not meet grade level.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

| 1) LCFF                                                                 |
| a) $564,664                                                            |
| b) $219,003                                                            |
| 2) Title I                                                             |
| c) $152,753                                                            |

**Source(s)**

| 1) LCFF                                                                 |
| a) 1100-1100: Certificated Salaries, Workshop classes                  |
| b) 3000-3600: Employee Benefits                                       |
| 2) Title I                                                            |
### Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

- English learners, low income

**Strategy/Activity**

Instructional aides support of students in the classroom.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) $57,185</td>
<td>c) 1100-1100: Certificated Salaries, Workshop classes</td>
</tr>
<tr>
<td>e) $4,141</td>
<td>d) 3000-3600: Employee Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Title I</td>
<td>1) Title I</td>
</tr>
<tr>
<td>A. $67,846</td>
<td>A) 2100-2100: Instructional Aides/Classified Salaries</td>
</tr>
<tr>
<td>B. $32,126</td>
<td>B) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td>2) LCFF</td>
<td>2) LCFF</td>
</tr>
<tr>
<td>C. $70,501</td>
<td>C) 2100-2100: Instructional Aides/Classified Salaries</td>
</tr>
<tr>
<td>D. $9,298</td>
<td>D) 3000-3600: Employee Benefits</td>
</tr>
</tbody>
</table>

### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

- English learners, low income

**Strategy/Activity**

Provide intervention programs during and after school.
Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) LCFF</td>
<td>1) LCFF</td>
</tr>
<tr>
<td>A. $5,000</td>
<td>A) 1100-1100: Certificated Salaries/Intervention</td>
</tr>
<tr>
<td>B. $1,026</td>
<td>B) 3000-3600: Certificated Benefits</td>
</tr>
<tr>
<td>C. $24,222</td>
<td>C) 2100-2100: Classified Salaries</td>
</tr>
<tr>
<td>D. $15,103</td>
<td>D) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td>E. $2,000</td>
<td>E) 4300-4300: Supplies</td>
</tr>
<tr>
<td>2) Low Performing Grant</td>
<td>2) Low Performing Grant</td>
</tr>
<tr>
<td>A. $5,000</td>
<td>1) 1100-1100: Certificated Salaries/Intervention</td>
</tr>
<tr>
<td>B. $1,026</td>
<td>2) 3000-3600: Employee Benefits</td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$52,000</td>
<td>Lottery Instructional Material</td>
</tr>
</tbody>
</table>
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.

Identified Need

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 high 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.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance as measured by district average attendance</td>
<td>Baseline: 97% 2018-19: Goal Met, 96.6%</td>
<td>2019-20: Maintain 97% or higher</td>
</tr>
<tr>
<td>Chronic Absenteeism as measured by % students with 10% or more absenteeism</td>
<td>Baseline: 6.5% 2018-19: Goal Not Met, 8.6%</td>
<td>2019-20: 6.0%</td>
</tr>
<tr>
<td>H.S. Dropout as measured by formula in LCAP appendix</td>
<td>Baseline: 6.5% 2018-19: Goal Met, 1%</td>
<td>2019-20: 6.0%</td>
</tr>
<tr>
<td>Suspension rate</td>
<td>Baseline: 2.00% 2018-19: Goal Not Met, 4.5% suspension rate</td>
<td>2019-20: 1.7%</td>
</tr>
<tr>
<td>Expulsion rate</td>
<td>Baseline: .09% 2018-19: Goal Not Met, .18% expulsion rate</td>
<td>2019-20: .08%</td>
</tr>
<tr>
<td>Facilities Maintained as measured by annual FITs or SARC review</td>
<td>Baseline: All (100%) site FITs scored &quot;good&quot; or higher 2018-19: Goal Met FITs will score &quot;good&quot; or higher</td>
<td>2019-20: All (100%) site FITs will score &quot;good&quot; or higher</td>
</tr>
<tr>
<td>School Climate Survey- % responses high levels for school connectedness.</td>
<td>Baseline: 76% 2018-19: Goal Met, 87% responded high levels of connectedness</td>
<td>2019-20: 79%</td>
</tr>
<tr>
<td>School Climate Survey- % responses feel very safe at school</td>
<td>Baseline: 72%</td>
<td>2019-20: 74%</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Baseline/Actual Outcome</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>2018-19: Goal Met, 82.8% feel very safe at school</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**
Continue behavior supports in all district high schools.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>Lottery Instructional Material</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**
Provide a safe environment for students through the use of security cameras, school safety dog, visitor check-in system, new speakers, smoking detection equipment, and police at school/sporting functions.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) LCFF</td>
<td>1) LCFF</td>
</tr>
<tr>
<td>A) $17,595</td>
<td>A) 5800-5800: Services</td>
</tr>
<tr>
<td>2) Title IV</td>
<td>2) Title IV</td>
</tr>
</tbody>
</table>
Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Contract with outside agencies to provide health services for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B) $11,000</td>
<td>B) 5800-5800: Services</td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement mentor program to support incoming 9th graders in the transition to high school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) LCFF</td>
<td>1) LCFF</td>
</tr>
<tr>
<td>A) $47,000- Trainer</td>
<td>A) 5800-5800: Services</td>
</tr>
<tr>
<td>B) $26,498- Comprehensive Youth Services</td>
<td>B) 5800-5800: Services</td>
</tr>
<tr>
<td>C) $4,308- Nursing</td>
<td>C) 5800-5800: Services</td>
</tr>
<tr>
<td>D) $82,290- Psychologist</td>
<td>D) 5800-5800: Services</td>
</tr>
<tr>
<td>E) $9,995- Speech</td>
<td>E) 5800-5800: Services</td>
</tr>
<tr>
<td>2) Title IV</td>
<td>2) Title IV</td>
</tr>
<tr>
<td>F) $26,801- Comprehensive Youth Services</td>
<td>F) 5800-5800: Services</td>
</tr>
</tbody>
</table>
Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) | Source(s)
---|---
1) $27,221 | 1) 2200-2200: Classified Salaries
2) $8,262 | 2) 3000-3600: Employee Benefits
3) $1,500 | 3) 1100-1100: Certificated Salaries
4) $308 | 4) 3000-3600: Employee Benefits
5) $50,786 | 5) 1300-1300: Management Salaries
6) $18,172 | 6) 3000-3600: Employee Benefits
7) $500 | 7) 4300-4300: Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Support school safety by adding a part-time campus monitor.
Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) $18,000</td>
<td>LCFF</td>
</tr>
<tr>
<td>2) $1,732</td>
<td>1) 2200-2200: Classified Salaries</td>
</tr>
<tr>
<td>3) $500</td>
<td>2) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td>3) 4300-4300: Supplies</td>
</tr>
</tbody>
</table>

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Provide after school transportation for athletics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) $24,222</td>
<td>LCFF</td>
</tr>
<tr>
<td>2) $15,103</td>
<td>1) 2200-2200: Classified Salaries</td>
</tr>
<tr>
<td>3) $2,460</td>
<td>2) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td></td>
<td>3) 4300-4300: Supplies</td>
</tr>
</tbody>
</table>

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.

Identified Need

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.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Standards Implemented as measured by either 1) Narrative Summary or 2) State Reflection Tool</td>
<td>Baseline: Average score of 4.2 2018-19: Goal Not Met, Average score was 3.06</td>
<td>2019-20: Average score of 4.3 or higher</td>
</tr>
<tr>
<td>EL access to state standards/ELD standards (included with tool used above)</td>
<td>Baseline: Average score of 4.2 2018-19: Goal Not Met, Average score was 3.67</td>
<td>2019-20: Average score of 4.3 or higher</td>
</tr>
<tr>
<td>Access to a broad course of study as measured by review of teacher and/or master schedules</td>
<td>Baseline: 100% access to a broad course of study at all school sites 2018-19: Goal Met, 100% access to a broad course of study at all school sites</td>
<td>2019-20: 100% access to a broad course of study at all school sites</td>
</tr>
</tbody>
</table>

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Title II</td>
<td>1) Title II</td>
</tr>
<tr>
<td>A) $7,000</td>
<td>A) 1100-1100: Certificated Salaries</td>
</tr>
<tr>
<td>B) $1,310</td>
<td>B) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td>2) Low Performing Student Grant</td>
<td>2) Low Performing Student Grant</td>
</tr>
<tr>
<td>C) $5,000</td>
<td></td>
</tr>
</tbody>
</table>
Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9,237</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income, English Learners

Strategy/Activity

Provide student engagement training that is principally directed toward EL and low income students. It is KJUHSD experience that EL and low income students are at greater risk of not achieving grade level standards and not progressing towards graduation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.
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.

Identified Need

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.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
</table>
| % of graduating seniors will be enrolled in community college, 4-year college, or the military. | Baseline: Maintained at 95% or higher  
2018-19: Goal Met, 98%                          | 2019-20: Maintained at 95% or higher                                                |
| CTE Sequence of Study is % of students with two courses in the same pathway | Baseline: 19%  
2018-19: Goal Met, 24.5% in two courses in the same pathway                     | 2019-20: 21%                                                                         |
| % of students participating in Career Technical Program    | Baseline: 28%  
2018-19: Goal Met, 29.1% of students participated in Career Technical program | 2019-20: 30%                                                                         |
| Parental Engagement as measured by a summary of progress based on information collected through surveys of parents/guardians and parent participation | Baseline:  
1) Parent Communication: Agree/Strongly Agree 78%  
2) Parent Participation in District Committees/Meetings: Average 9 parents per committee/meeting  
2018-19: | 1) Parent Communication: Agree/Strongly Agree 80%  
2) Parent Participation in District Committees/Meetings: Average 9 parents per committee/meeting |
<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td># of parent/community survey responses on direction of LCAP</td>
<td>1) Goal Met: 89.6% agree or strongly agree 2) Goal Not Met: Average of 4 parents at committee meetings, but at parent information nights, an average of 90-100 parents attend.</td>
<td>2019-20: 210</td>
</tr>
<tr>
<td>Baseline: 180 2018-19: Goal Not Met, 154 parent/community surveys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide school/district communications and parent involvement opportunities.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,687</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) GO Bond</td>
<td>1) GO Bond</td>
</tr>
<tr>
<td>A) $80,000</td>
<td>A) 6400-6400: Computer Equipment</td>
</tr>
<tr>
<td>2) LCFF</td>
<td>2) LCFF</td>
</tr>
<tr>
<td>A) $147,047</td>
<td>A) 2100-2100: Classified Salaries</td>
</tr>
<tr>
<td>B) $65,287</td>
<td>B) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td>C) $5,000</td>
<td>C) 4300-4300: Supplies</td>
</tr>
<tr>
<td>D) $42,000</td>
<td>D) 5800-5800: Services</td>
</tr>
</tbody>
</table>

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Transfer JPA</td>
<td>1) 7223-7223: Transfer JPA</td>
</tr>
<tr>
<td>a) $277,424</td>
<td>2) CTE:</td>
</tr>
<tr>
<td>2) CTE</td>
<td>a) 1100-1100: Certificated Salaries</td>
</tr>
<tr>
<td>a) $9,000</td>
<td>b) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td>b) $1,796</td>
<td>c) 4300-4300: Supplies</td>
</tr>
<tr>
<td>c) $210,089</td>
<td>d) 5200-5200: Travel/Conference</td>
</tr>
<tr>
<td>d) $6,504</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students
Strategy/Activity

Increase the number of students who are taking and passing AP classes and explore the possibility of adding additional offerings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) $164,224</td>
<td>LCFF</td>
</tr>
<tr>
<td>2) $64,703</td>
<td>1) 1100-1100: Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td>2) 3000-3600: Employee Benefits</td>
</tr>
</tbody>
</table>

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) $79,031</td>
<td>LCFF</td>
</tr>
<tr>
<td>2) $31,719</td>
<td>1) 1100-1100: Certificated Salaries</td>
</tr>
<tr>
<td></td>
<td>2) 3000-3600: Employee Benefits</td>
</tr>
</tbody>
</table>

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) $61,498</td>
<td>Title I</td>
</tr>
<tr>
<td>2) $8,000</td>
<td>1) 1100-1100: Certificated Salaries</td>
</tr>
<tr>
<td>3) $18,558</td>
<td>2) 2100-2100: Classified Salaries</td>
</tr>
<tr>
<td>4) $500</td>
<td>3) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td>5) $4,500</td>
<td>4) 4300-4300: Supplies</td>
</tr>
<tr>
<td></td>
<td>5) 5800-5800: Services</td>
</tr>
</tbody>
</table>

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) LCFF</td>
<td></td>
</tr>
<tr>
<td>A) $31,127</td>
<td>1) LCFF</td>
</tr>
<tr>
<td>B) $6,388</td>
<td>A) 1100-1100: Certificated Salaries</td>
</tr>
<tr>
<td>2) CTE Grant</td>
<td>B) 3000-3600: Employee Benefits</td>
</tr>
<tr>
<td>C) $24,708</td>
<td>2) CTE Grant</td>
</tr>
<tr>
<td>D) $500</td>
<td>C) 4300-4300: Supplies</td>
</tr>
<tr>
<td></td>
<td>D) 5200-5710: Travel/Maintenance/ Services</td>
</tr>
</tbody>
</table>
Annual Review

SPSA Year Reviewed: 2018-2019

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

ANALYSIS

Goal 1

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

The high school implemented all of the actions written in the SPSA. In reviewing our annual measurable outcomes, the high school met 7 of the 9 metrics. The two metrics that were not met were: EAP math (14.2%) and EL reclassification rate (4.3%).

Overall, the high school had good results from the actions. A focused attention to AP also helped have an overall increase of 4.5% passing rate. The district continued to provide tutoring support during and after school, seeing an increase in the number of students attending after school tutoring. Student scores were lower on SBAC and the district provided additional training to English and Math to help better prepare students for the assessment.

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

Overall the amounts budgeted and actually expended were close. Some of the differences in Action 1 and 2 were due to salary and benefit increases, as well as staffing. For Action 1, Title I funding decreased by $53,000, so the allotted amount had to be adjusted. For Action 2, one instructional aide left at the beginning of the school year and that position was not rehired.

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

In reviewing the metrics, the high school reported the ELPAC summative results, but were not able to measure to the original baseline or current year goal, as the metrics have changed. In response to stakeholder input and reviewing academic data, one action was modified to provide additional support for students. Action 3 was modified to provide transportation for students attending after school tutoring on the days tutoring is offered. The modification of this action is focused on helping academic achievement for all students in the district.
Goal 2
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In reviewing our annual measurable outcomes, the high school met 4 of the 8 metrics. The four metrics that were not met were: attendance (96.6%), chronic absenteeism (8.6%), suspension (4.5%), and expulsion (.18%). 82.8% of the students felt safe on campus, an increase of 9.8% compared to the previous year.

The high school continued to support safe campuses by many programs. The high school added security cameras and implemented a new visitor check in process that ran driver's license to ensure all visitors were safe to have on campus. The district contracted with outside sources to provide health services for the high school. The main focus was on mental health where the school was able to contract for 4 days with a school psychologist, an increase of a day, and 3 days for a SAP counselor. KHS had a successful Freshman orientation day, but was not able to follow-up on the mentor program. The district SARB process was made more effective by having a new system implanted throughout student information system to automatically create letters for SARB, so meetings could be held sooner.

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

On Action 5, there was a decrease in the amount spent of salaries as one classified staff member did not return and the position was not filled.

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.

The overall goal will remain the same for next year. The high school has made some adjustments to some actions and also added 2 new actions in response to stakeholder input and reviewing student data. Action 1 will be modified to take out PBIS and just state positive behavior supports. Action 2 will be adjusted as the focus for the coming year will be on adding new speakers to the sports fields and farm area to ensure all areas on campus can hear emergency notifications, and to purchase equipment to detect smoke and vape. Action 5 will be adjusted to hire an additional part time attendance liaison. The two new actions are Action 6, hire part time staff to monitor campus during the day. Action 7 is to provide transportation to students who are participating in extra curricular events.

Goal 3
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The professional development provided to staff covered all areas of focus from the SPSA. Student engagement strategies, SBAC preparation, NGSSS and writing in all areas was the focus. Teachers were offered multiple training's outside of school in the areas of NGSS, RAAD, SBAC, AP, and writing workshops. On campus training for technology focused on online safety, Turnitin, and preparing students for SBAC. Teachers used Illuminate, state provided interim assessments as well as other online platforms to use online testing.

The district met the expected measurable goals of providing diverse professional development as a staff to better prepare our students. Besides the staff training, individual teachers attended conferences and training's
that continued to support their learning and engaging students in their classrooms. AP scores were higher than in previous years, but SBAC scores went down. Since the district saw the decrease in scores, a more focused approach to preparing students for SBAC were taken. The district brought in the county to provide training to both the math and English department regarding interim assessments. The high school continues to provide a wide variety of classes for students.

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

On Action 1, less money was spent on salaries and supplies for a few reasons. Costs to cover teachers for substitute pay ended up being pulled from another grant fund. Second, the district provided training in house and did not incur the additional cost of outside training.

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.

The district will continue to support professional development both on campus and off campus. One change to Action 3 is that the district will not offer a buy-back day for the 2019-20 school year.

Goal 4

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

A continued focus of the high school is providing every student a computer. Parent communication with parents improved by the improved use of AEIRES communication in which parents can choose how the high school communicates with them (email, phone call, and/or text). The high school implemented two new CTE classes, floral design and computer science. The college and career center has a dedicated teacher to work with students in receiving their college and career goals. A college 101 night was held that had approximately 80 parents and students attend to learn about local colleges.

A continued focus on AP showed through increase passing rate and students taking AP. There was an increase of 18 students taking AP and a 4.5% increase in the number of passing scores. AP Spanish was offered for students this year. The district met all of their goals except in the area of parent involvement (at meetings and survey completion). Parent involvement in both meetings and surveys was below the target goal. On the parent/community survey, the goal was 180, but the 154 responses were received, but this was an increase of 60 surveys from the prior year. For district and school meetings, parent average was 4, not meeting the goal of 9. Parent involvement at meetings that had a direct relationship with their child continued to be well attended. On the parent survey, 89.6% agreed or strongly agreed that parent communication was good, which was an increase of 5.6%.

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

There was no material differences between budgeted expenditures and the 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.

There were no changes to the goal or actions.

**Budget Summary**

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$584,243</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$3,100,010</td>
</tr>
</tbody>
</table>

**Other Federal, State, and Local Funds**

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td>$495,099</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>$51,343</td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td>$37,801</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $584,243

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.
<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>$2,515,767</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $2,515,767

Total of federal, state, and/or local funds for this school: $3,100,010
Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.
For questions related to specific sections of the template, please see instructions below:

**Instructions: Table of Contents**

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

- Stakeholder Involvement
- Goals, Strategies, & Proposed Expenditures
- Planned Strategies/Activities
- Annual Review and Update
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements
- Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

**Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6
tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

School Plan for Student Achievement Instructions| Page 3 of 6
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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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 School Plan for Student Achievement Instructions| Page 4 of 6
expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

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

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

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total School Plan for Student Achievement Instructions| Page 5 of 6
allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**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 receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI**: This amount is the total amount of funding provided to the school from the LEA.

**[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]**
Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school’s goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

   a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

   b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

      i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

      ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

      iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

      iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

      v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   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 children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:
         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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it’s LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.
Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

School Plan for Student Achievement Appendices | Page 4 of 6
Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.
Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019