School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kingsburg High School	10 62257 1033695	5/15/2024	07/15/2024

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)

Schoolwide Program
This plan meets the requirements for a schoolwide program.
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 (Parent Advisory Committee, School Site Council, and English Learner Advisory Committee/District English Learner Advisory Committee).

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2023-24 school year, the annual LCAP survey was sent out.

February, 2024- Student Survey: Student survey response- 863. Overall concerns from students were: improving bathroom facilities, support for struggling students, more variety of classes. Students were happy about: academic supportm school spirit, extracurricular activities.

February, 2024- Teacher Survey: Teacher survey response- 77. Overall concerns from teachers were: professional development needs, support for teacher morale, transparency in communication. Teachers are happy a commitment to equity and fairness, building a poritive learning environment, and emphasis in student support services.

February, 2024- Classified Staff and Administration Survey: Survey response- 24. Overall concerns from staff were: continued conversations and better communication and more training. Staff was happy about the increase of mental health support, better technology and additional academic support.

February, 2024- Parent/Community Survey: Parent/Community Survey- 110 responses. Parents were happy about: safe environment,effective communication, student recognition, and community engagement. Parents were concerned about: lack of dual enrollment classes, dress code, support for mental health.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The high school conducts formal evaluations one time every two years for tenure teachers and one time a semester for two years for probationary teachers. Walkthroughs are completed throughout the year.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

During the 2023-24 school year schools completed both state and local assessments. Teachers in math and English used local created assessments in addition to CAASPP interim assessments to measure student progress. Results from these assessments help teachers adjust and modify instruction. Student results from CAASPP testing will be analyzed and teachers will adjust their curriculum to better support areas of need.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Departments held PLC meetings monthly where they analyzed data and discussed outcomes of lessons. The entire staff was also trained in Reading Apprenticeship this year

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The high school did not have any vacancies and all positions were filled. Professional development was a focus of the district this year. Teachers were all trained ton reading apprenticeship. Teachers were provided opportunities to attend trainings off campus.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

As mentioned previously, the district had over $50,000 worth of professional development for all departments to support student performance. The focus of professional development was Reading Apprenticeship. AP teachers were given the opportunity to attend summer institute this summer. The district is offering to send teachers to AVID training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district is committed to providing support for teachers and staff. The district is providing professional development and coaching opportunities from the county, sending teachers to AVID and AP training, and allowing most requests for training. The high school has dedicated late start Monday that has specific trainings, time for PLC work, and department meetings.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs both formally and informally. The high school has late start Monday's that allow for multiple collaboration time within subject, department and schoolwide. As subs allow, departments can have work days to collaborate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Departments work to ensure that curriculum is aligned to the standards and instruction ensures mastery of the subject.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Does not apply, high school only.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The high school has a student focused master schedule. The school understands the importance of variety and many classes are single classes to ensure students being able to have a variety of classes. The high school averages over 95% for student first choice of classes.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based instructional materials that is appropriate to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students have access to standards-aligned core courses and provide additional classes in Advance Placement and Career Technical Education.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The district has made student achievement their focus. There is after school and lunch tutorial for students. Late bus is available for both sports and academic to allow students to participate in after school activities. Due to the increase need around mental health, the district has committed additional counseling support. Online tutoring 24/7 has been made available to all students.

Evidence-based educational practices to raise student achievement

Based on input from educational partners, the high school will be implementing additional evidence based education practices. The high school have an intervention specialist that focuses on students at risk of not graduating. Intervention classes have been put into the master schedule to help students recover credits and learn study skills. Communication with feeder schools to target students who are at risk before they enter high school. Implementing a mentor program for ninth graders to help ease the transition to high school.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

There are many resources for families. The district posts resources on the school websites, sent home through student information system communication systems, through parent meetings and on the school Facebook. The high school offers parent nights to help parents navigate high school, including the steps for their students to enroll in post secondary. The high school has instructional aides to support students in the classroom. To help support the community with non education resources, the community will rally and support families in need. We have community members who adopt seniors so all of their senior activities are paid for. As part of funding due to COVID, the district was able to continue to offer 1 community hub to support students after school hours closer to where they live.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

There are multiple opportunities for involvement in the planning, implementation and evaluation of ConApp programs. There are quarterly meetings with school site council, ELAC/DELAC, and the parent advisory committee. There are meetings with the curriculum council to review the curriculum of the school In addition, parents are involved in many booster programs and are always willing to help

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The focus of categorical funds at Kingsburg High School are as follows: Title I- 1) AVID program. Title II- professional development. Title IV- 1) College and Career Center, 2) Additional mental health counseling, 3) School safety.

Fiscal support (EPC)

Title I- 1) AVID program. Title II- professional development. Title IV- 1) College and Career Center, 2) Additional mental health counseling, 3) School safety.

Educational Partner 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. Collaboration on actions and goals was discussed in other committee meetings (Parent Advisory Committee and English Learner Advisory Committee) as well as reviewing data from parent/community, student, staff and teacher surveys.

Sept. 11, 2023- School Site Council: SPSA is slated for approval in 2024

December 11, 2023- School Site Council: Meeting held

February 26, 2024-School Site Council: Meeting held

May 15, 2024- School Site Council: Presented the 24-25 SPSA.

Resource Inequities

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

Federal dollars are used to support both the comprehensive high school and the alternative education site.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.18%	0.27%	3	2	3
African American	0.1%	0.09%	0.46%	1	1	5
Asian	2.5%	2.48%	2.38%	27	27	26
Filipino	0.2%	0.28%	0.37%	2	3	4
Hispanic/Latino	60.9%	63.75%	62.36%	655	693	681
Pacific Islander	%	%	0%			0
White	34.3%	31.19%	31.78%	369	339	347
Multiple/No Response	1.7%	1.84%	2.38%	18	20	26
			Total Enrollment	1,075	1087	1092

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	292	286	297
Grade 10	294	272	264
Grade 11	259	279	267
Grade 12	230	250	264
Total Enrollment	1,075	1,087	1,092

Conclusions based on this data:

1. The data has remained fairly consistent over the last three years.

2. KHS has seen an increase in enrollment from 21-22 through 22-23.

3. Grade 12 has grown each year while grade 10 has decreased each year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	77	87	81	7.20%	8.0%	7.4%
Fluent English Proficient (FEP)	256	255	234	23.80%	23.5%	21.4%
Reclassified Fluent English Proficient (RFEP)	0	11	5	0.0%	12.6%	6.2%

Conclusions based on this data:

1. Our EL population has remained pretty consistent with 7%.

2. Reclassification percentage is still lower than we would like to see, but with training this past school year in ELD, we are hoping to see those numbers rise.

3. KHS has seen a low number of RFEP students and it will continue to be a focus for 2024-25 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	251	256	261	249	250	257	249	250	257	99.2	97.7	98.5
All Grades	251	256	261	249	250	257	249	250	257	99.2	97.7	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2633.	2621.	2621.	33.73	28.40	30.74	36.14	35.60	39.30	21.69	25.20	19.46	8.43	10.80	10.51
All Grades	N/A	N/A	N/A	33.73	28.40	30.74	36.14	35.60	39.30	21.69	25.20	19.46	8.43	10.80	10.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	30.92	24.80	29.57	58.63	61.60	58.75	10.44	13.60	11.67
All Grades	30.92	24.80	29.57	58.63	61.60	58.75	10.44	13.60	11.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	38.55	34.40	36.19	52.61	56.40	52.53	8.84	9.20	11.28
All Grades	38.55	34.40	36.19	52.61	56.40	52.53	8.84	9.20	11.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.47	15.60	17.51	75.90	73.60	72.37	7.63	10.80	10.12
All Grades	16.47	15.60	17.51	75.90	73.60	72.37	7.63	10.80	10.12

Grade Level	Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	33.33	22.80	26.07	59.04	68.40	63.81	7.63	8.80	10.12
All Grades	33.33	22.80	26.07	59.04	68.40	63.81	7.63	8.80	10.12

Conclusions based on this data:

1. There was a slight increase in standard exceeded for the overall CAASPP data from 21-22 to 22-23.

2. The writing domain has the greatest number of % above standard than any other domain, which has consistently remained above 30% of our students.

3. CAASPP data for ELA has remained consistent without huge changes to the mean scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	251	256	261	247	252	259	247	252	259	98.4	98.4	99.2
All Grades	251	256	261	247	252	259	247	252	259	98.4	98.4	99.2

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2578.	2574.	2585.	14.17	15.08	13.90	19.03	18.25	21.24	26.72	28.17	25.10	40.08	38.49	39.77
All Grades	N/A	N/A	N/A	14.17	15.08	13.90	19.03	18.25	21.24	26.72	28.17	25.10	40.08	38.49	39.77

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.65	18.25	21.24	36.03	46.43	40.15	43.32	35.32	38.61
All Grades	20.65	18.25	21.24	36.03	46.43	40.15	43.32	35.32	38.61

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.98	14.68	13.90	71.66	64.29	61.78	13.36	21.03	24.32
All Grades	14.98	14.68	13.90	71.66	64.29	61.78	13.36	21.03	24.32

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.60	12.30	16.99	64.37	62.30	62.16	19.03	25.40	20.85
All Grades	16.60	12.30	16.99	64.37	62.30	62.16	19.03	25.40	20.85

Conclusions based on this data:

1. The overall mean scale score increased from 21-22 to 22-23.

2. Overall % of Above Standard and Standard met saw a slight decrease from 21-22 to 22-23

3. % of standard not met on Concepts and procedures continues to be the greatest need for growth in both the 22-23 school year.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1548.2	1551.1	1518.0	1541.2	1549.0	1514.7	1554.7	1552.7	1520.7	33	29	20
10	1572.5	1548.1	1574.0	1576.4	1539.1	1583.6	1568.1	1556.5	1563.9	15	24	20
11	1552.9	1561.7	1577.3	1533.5	1551.8	1574.4	1571.5	1571.0	1579.7	15	16	23
12	*	*	1556.4	*	*	1559.2	*	*	1553.1	9	10	15
All Grades										72	79	78

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Overall Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	10.34	0.00	45.45	48.28	30.00	39.39	34.48	50.00	6.06	6.90	20.00	33	29	20
10	6.67	8.33	30.00	73.33	50.00	45.00	13.33	25.00	20.00	6.67	16.67	5.00	15	24	20
11	33.33	12.50	17.39	20.00	62.50	52.17	26.67	12.50	26.09	20.00	12.50	4.35	15	16	23
12	*	*	20.00	*	*	40.00	*	*	20.00	*	*	20.00	*	*	15
All Grades	18.06	11.39	16.67	43.06	50.63	42.31	29.17	25.32	29.49	9.72	12.66	11.54	72	79	78

Oral Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	24.24	24.14	15.00	45.45	55.17	35.00	27.27	13.79	35.00	3.03	6.90	15.00	33	29	20
10	53.33	8.33	45.00	40.00	62.50	45.00	6.67	25.00	5.00	0.00	4.17	5.00	15	24	20
11	40.00	31.25	34.78	26.67	50.00	47.83	13.33	6.25	13.04	20.00	12.50	4.35	15	16	23
12	*	*	53.33	*	*	13.33	*	*	13.33	*	*	20.00	*	*	15
All Grades	38.89	22.78	35.90	36.11	53.16	37.18	18.06	15.19	16.67	6.94	8.86	10.26	72	79	78

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.03	3.45	0.00	30.30	24.14	0.00	42.42	41.38	65.00	24.24	31.03	35.00	33	29	20
10	6.67	4.17	5.00	33.33	33.33	30.00	46.67	41.67	55.00	13.33	20.83	10.00	15	24	20
11	13.33	0.00	8.70	26.67	18.75	26.09	33.33	68.75	56.52	26.67	12.50	8.70	15	16	23
12	*	*	0.00	*	*	13.33	*	*	60.00	*	*	26.67	*	*	15
All Grades	6.94	5.06	3.85	29.17	25.32	17.95	41.67	45.57	58.97	22.22	24.05	19.23	72	79	78

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.12	3.45	0.00	81.82	89.66	70.00	6.06	6.90	30.00	33	29	20
10	6.67	0.00	20.00	93.33	83.33	75.00	0.00	16.67	5.00	15	24	20
11	6.67	0.00	13.04	66.67	81.25	69.57	26.67	18.75	17.39	15	16	23
12	*	*	0.00	*	*	73.33	*	*	26.67	*	*	15
All Grades	9.72	3.80	8.97	80.56	82.28	71.79	9.72	13.92	19.23	72	79	78

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	57.58	72.41	70.00	36.36	17.24	15.00	6.06	10.34	15.00	33	29	20
10	86.67	79.17	95.00	13.33	16.67	0.00	0.00	4.17	5.00	15	24	20
11	46.67	75.00	82.61	40.00	12.50	13.04	13.33	12.50	4.35	15	16	23
12	*	*	73.33	*	*	6.67	*	*	20.00	*	*	15
All Grades	63.89	72.15	80.77	29.17	17.72	8.97	6.94	10.13	10.26	72	79	78

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.06	3.45	0.00	66.67	68.97	25.00	27.27	27.59	75.00	33	29	20
10	13.33	8.33	20.00	73.33	45.83	50.00	13.33	45.83	30.00	15	24	20
11	6.67	6.25	13.04	60.00	75.00	60.87	33.33	18.75	26.09	15	16	23
12	*	*	0.00	*	*	60.00	*	*	40.00	*	*	15
All Grades	8.33	6.33	8.97	66.67	62.03	48.72	25.00	31.65	42.31	72	79	78

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.03	0.00	0.00	81.82	89.66	80.00	15.15	10.34	20.00	33	29	20
10	0.00	4.17	0.00	93.33	87.50	95.00	6.67	8.33	5.00	15	24	20
11	26.67	6.25	17.39	53.33	81.25	82.61	20.00	12.50	0.00	15	16	23
12	*	*	6.67	*	*	73.33	*	*	20.00	*	*	15
All Grades	9.72	6.33	6.41	76.39	83.54	83.33	13.89	10.13	10.26	72	79	78

Conclusions based on this data:

1. The % of students at the beginning level for the reading domain increased dramatically from 21-22 to 22-23.

2. The writing domain for 22-23 saw a dramatic increase.

3. The number of students tested has slightly decreased from 21-22 to 22-23.

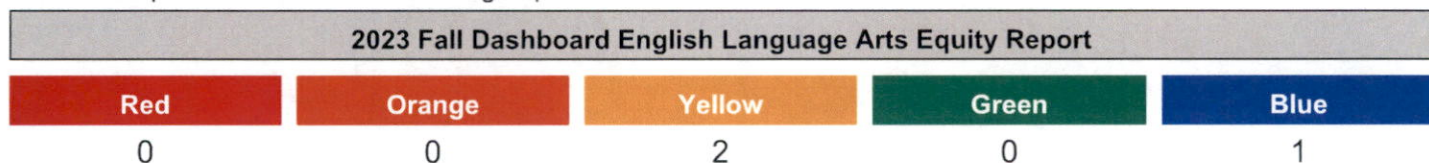# School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1092	**62.4**	**7.4**	**0.5**
Total Number of Students enrolled in Kingsburg High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	81	7.4
Foster Youth	6	0.5
Homeless	24	2.2
Socioeconomically Disadvantaged	681	62.4
Students with Disabilities	68	6.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.5
American Indian	3	0.3
Asian	26	2.4
Filipino	4	0.4
Hispanic	681	62.4
Two or More Races	26	2.4
White	347	31.8

Conclusions based on this data:

1. Socioeconomically Disadvantaged number has grown over the past year.

2. Our homeless population for the 22-23 school years was 2.2%. KHS has 24 students out of 1092 that would fit in this category.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Green	**Chronic Absenteeism** No Performance Color	
English Learner Progress Green		
College/Career Medium		

Conclusions based on this data:

1. Graduation rate has remained very high over the years.

2. English Learner progress has increased for the 22-23 school year.

3. Our academic performance indicators continue to remain in the green.

School and Student Performance Data

Academic Performance
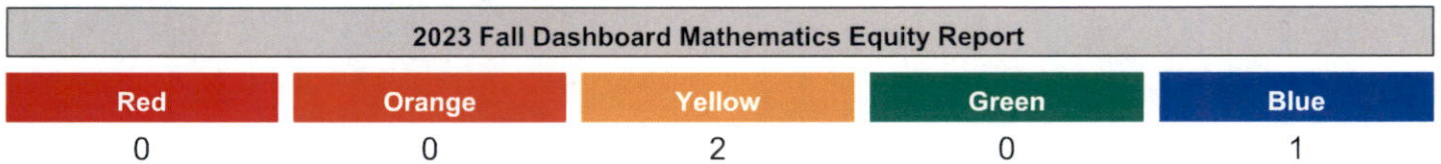## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	87.6 points below standard	No Performance Color
39.3 points above standard	Decreased Significantly -40.9 points	0 Students
Maintained +0.7 points	25 Students	
251 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	118.8 points below standard
4 Students	15.1 points above standard	Increased Significantly +20 points
	Maintained -1.9 points	12 Students
	149 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
2 Students	0 Students	6 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Blue
22 points above standard	5 Students	0 Students	66.9 points above standard
Decreased -5.2 points			Increased Significantly +15.3 points
158 Students			79 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.7 points below standard	Less than 11 Students	55.7 points above standard
Decreased Significantly -68.9 points		Increased +12.2 points
16 Students	9 Students	166 Students

Conclusions based on this data:

1. English Learner is the subgroup that is below standard. It is significant as it is 87.6 points below standard.

2. Overall, students are above standard.

3. The Hispanic subgroup decreased by 5.2 points this year on the dashboard and is in the yellow and another area to focus on.
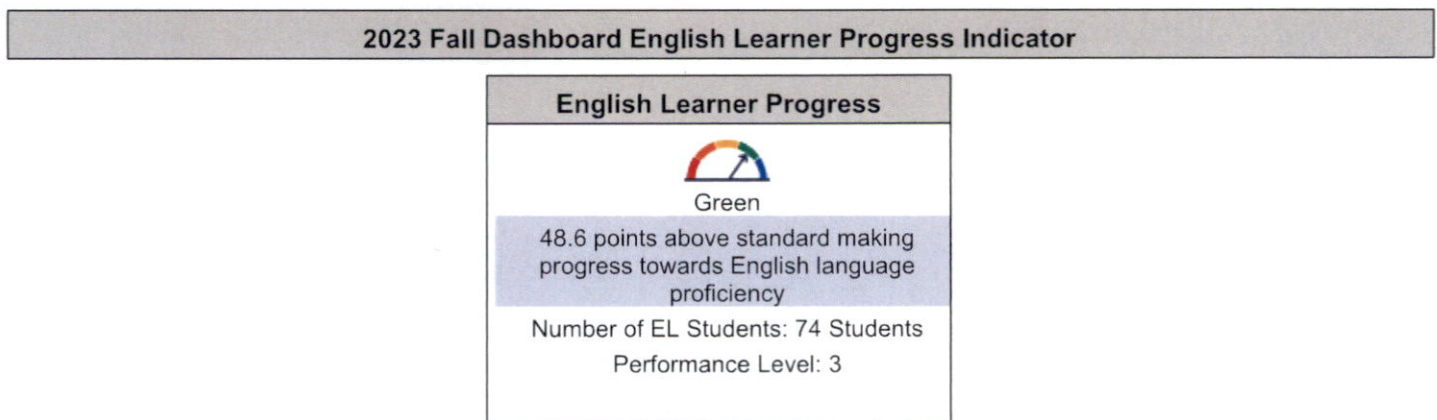
School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	136.3 points below standard	No Performance Color
41 points below standard	Increased +13.4 points	0 Students
Increased +10.6 points		
251 Students	25 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	174.8 points below standard
4 Students	75.1 points below standard	Increased Significantly +82.2 points
	Increased +8.4 points	12 Students
	149 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
2 Students	0 Students	6 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Blue
66.1 points below standard	5 Students	0 Students	0.2 points above standard
Increased +11.9 points			Increased Significantly +26 points
158 Students			79 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
180.1 points below standard	Less than 11 Students	30.6 points below standard
Maintained -2.2 points	9 Students	Increased +11.9 points
16 Students		166 Students

Conclusions based on this data:

1. Overall, students are below standard in math.

2. English Learners are below standard by a greater deficit than the English only students.

# School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
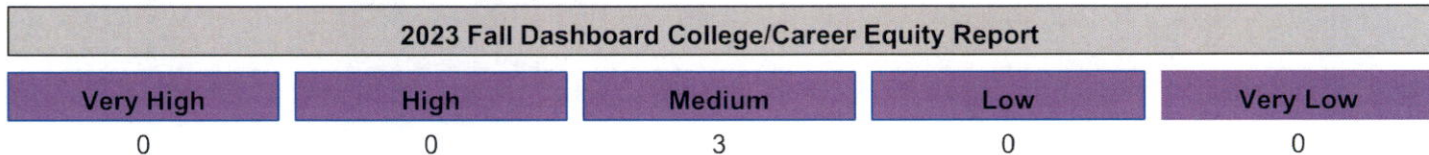
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
48.6 points above standard making progress towards English language proficiency
Number of EL Students: 74 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	17	1	35

Conclusions based on this data:

1. EL's made significant progress as they scored 48.6 points above standard.

2. The EL learners who progressed one level is significantly higher than those who decreased one level.

School and Student Performance Data
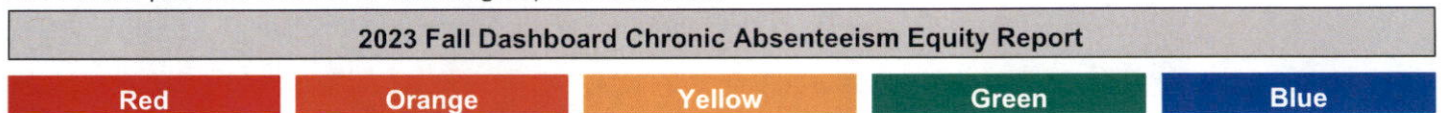
Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
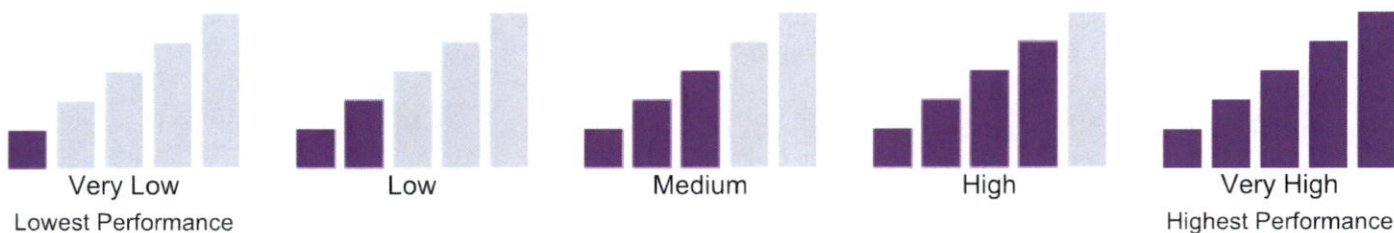
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	0	0

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students
47.4 Prepared

270 Students

English Learners
12.5 Prepared

16 Students

Foster Youth
Less than 11 Students

2 Students

Homeless
42.1 Prepared

19 Students

Socioeconomically Disadvantaged
40.4 Prepared

198 Students

Students with Disabilities
7.7 Prepared

13 Students
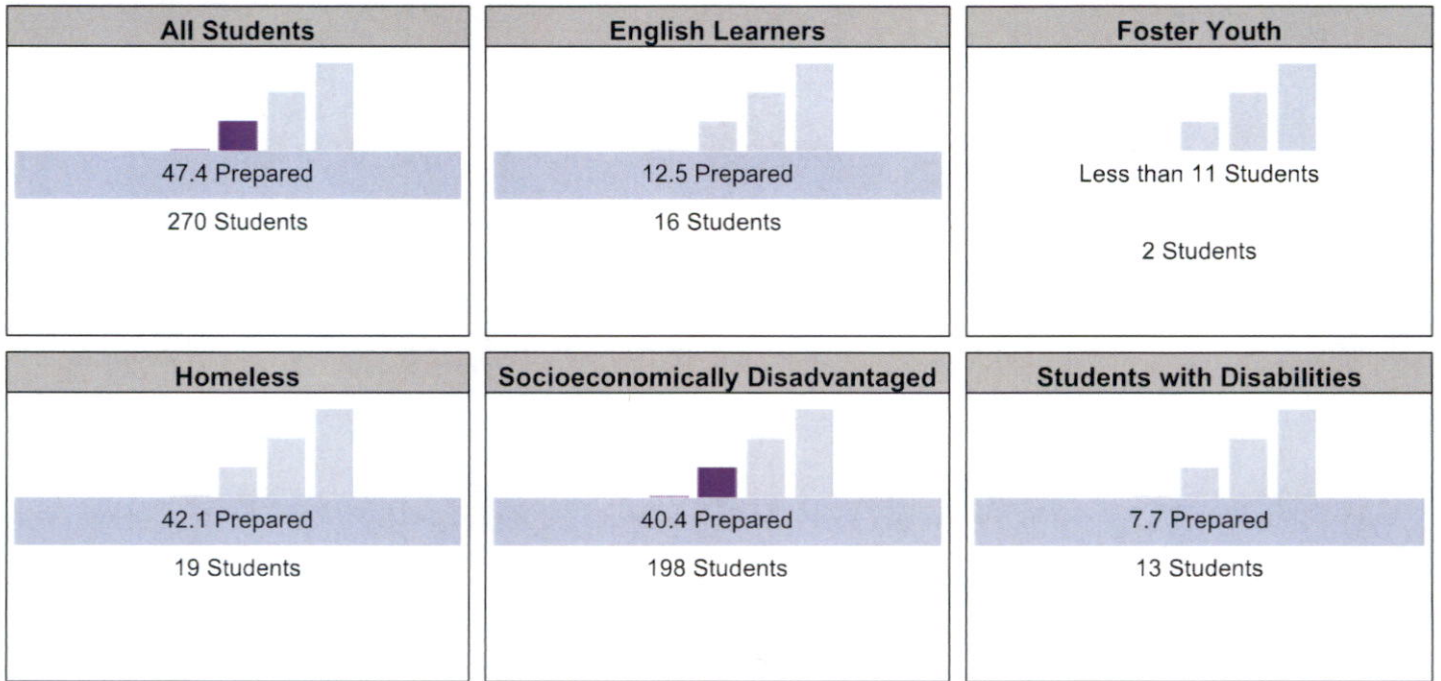
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American
0 Students

American Indian
Less than 11 Students

1 Student

Asian
Less than 11 Students

8 Students

Filipino
0 Students

Hispanic
42.7 Prepared

157 Students

Two or More Races
Less than 11 Students

4 Students

Pacific Islander
0 Students

White
54.5 Prepared

99 Students
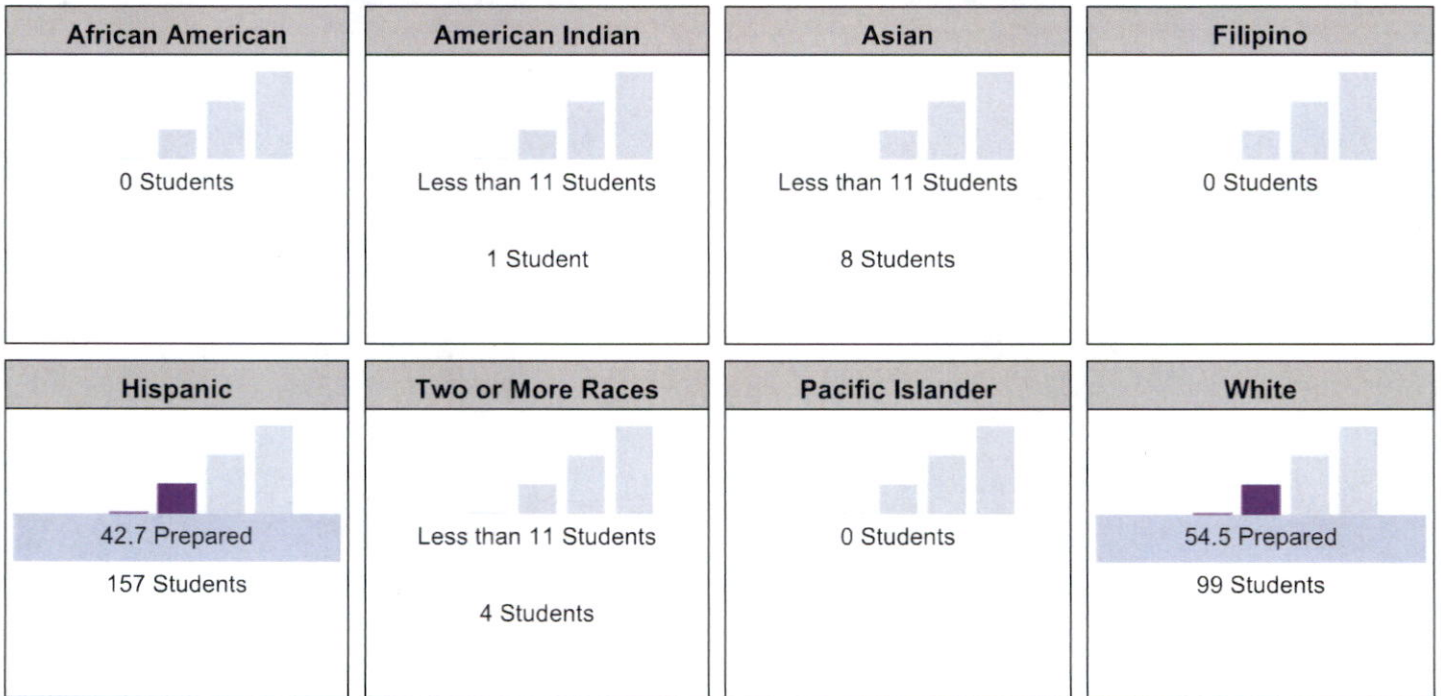
Conclusions based on this data:

1. There is a significant difference from Hispanics being college ready to the white subgroup.

2. The white subgroup is significantly higher than the "all student" group.

School and Student Performance Data

Academic Engagement
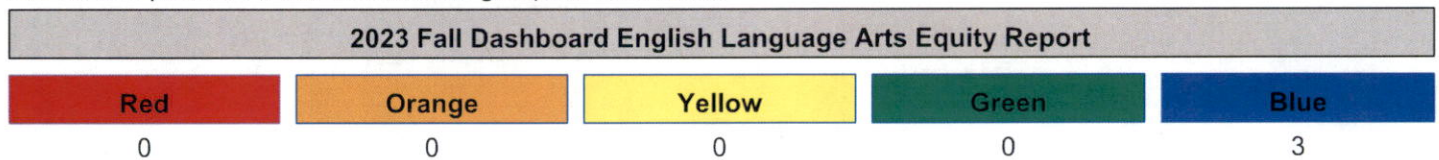## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1. Chronic Absenteeism is not measured for high schools on the dashboard

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	100% graduated	Less than 11 Students
98.5% graduated	Increased Significantly 6.7	2 Students
Maintained -0.7	16 Students	
270 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
94.7% graduated	Blue	84.6% graduated
Decreased Significantly -5.3	98.5% graduated	Decreased Significantly -8.2
19 Students	Maintained -0.4	13 Students
	198 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	Less than 11 Students	No Performance Color
0 Students	1 Student	8 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Less than 11 Students	No Performance Color	Blue
98.7% graduated	4 Students	0 Students	98% graduated
Maintained -0.6			Maintained -0.7
157 Students			99 Students

Conclusions based on this data:

1. Our graduation rates remain high.

2. All of our subgroups are very high with "students with disabilities" being the lowest.

School and Student Performance Data

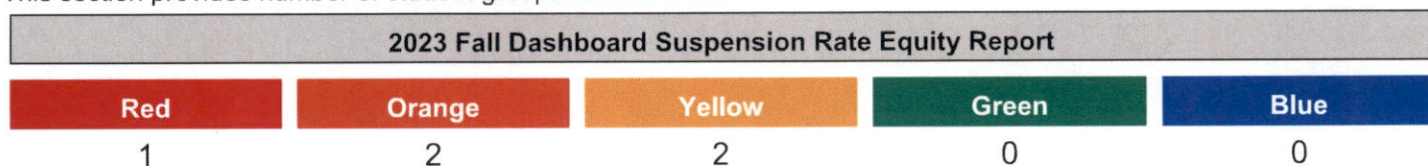## Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
5% suspended at least one day	7% suspended at least one day	10 Students
Increased 0.5	Increased 0.5	
1146 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
3.7% suspended at least one day	Orange	Red
	6% suspended at least one day	12% suspended at least one day
Declined -0.9	Increased 0.7	Increased 4.8
27 Students	730 Students	75 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
6 Students	3 Students	Maintained 0	4 Students
		27 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	6.7% suspended at least one day	No Performance Color	Yellow
5.6% suspended at least one day	Increased 6.7	0 Students	3.6% suspended at least one day
Maintained 0.2	30 Students		Maintained 0.2
713 Students			363 Students

Conclusions based on this data:

1. Students with disabilities have the highest rate of % suspended.

2. Suspensions remain in the medium to low range.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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. Measurement of academic achievement will be through SBAC assessment data, graduation rate, A-G completion, AP participation and passing rate, English learner reclassification rate, and stakeholder feedback.

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

The district's mission is to ensure all students leave the district college and career ready. Through stakeholder meetings and surveys, focus on academic achievement is essential. The actions will focus on ensuring we have qualified teachers, instructional aides, and support programs to meet the academic needs to ensure all students are college and career ready. When goals were presented to stakeholders, academic achievement was rated most important.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
H.S. graduation Rate	Baseline: 97.6% Data Year: 2019-20 Data Source: DataQuest Actual: 98.5% Data Year: 2022-23 Data Source: DataQuest	2023-24: 99%
State Standardized Assessments as measured by Math CAASPP percent met or above	Baseline: Met or exceeded standards All: 46.91% Data Year: 2018-19 Data Source: CAASPP Actual: Met or exceeded standards All: 35% Data Year: 2022-23 Data Source: CAASPP	2023-24: 38%
State Standardized Assessments as measured by	Baseline: Met or exceeded standards	2023-24: 72%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English CAASPP percent met or above	All: 72.09% Data Year: 2018-2019 Data Source: CAASPP Actual: Met or exceeded standards All: 70% Data Year: 2022-23 Data Source: CAASPP	
A-G: % pupils with successful course completion	Baseline: 43.5% Data Year: 2019-20 Data Source: DataQuest Actual: 42.9% Data Year: 2022-2023 Data Source: DataQuest	2023-24: 45%
AP: Pupils Scoring 3 or higher	Baseline: 54% Data Year: Summer 2020 Data Source: CollegeBoard Actual: 62% Data Year: Summer 2022-23 Data Source: CollegeBoard	2023-24: 62%
EL annual growth as measured by ELPAC annual growth data	Baseline: Well Developed or Moderately Developed All: 37.29% Data Year: 2018-19 Data Source: CAASPP Actual: ELPI- 48.6% Data Year 2022-23 Data Source: California Dashboard	2023-24: 51% at Level 3 or 4
EL reclassification as measured by prior year number of re-designated students	Baseline: 0% Data Year: 2019-20 Data Source: DataQuest	2023-24: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual: 13% Data Year: 2022-23 Data Source: Local Data	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Credential teachers for English and math supplemental support- ELA and math assessment data reflect our low-income and English learners have shown a continued increase in achievement, but they still have room to improve to meet "met and/or exceed" standard. To support the low-income and English learners students, the high school will provide courses that offer specialized direct instruction to support students through individualized and small group remediation and acceleration lessons by credential teachers. By providing additional, targeted time with skilled professionals will reinforce concepts and provide additional skills and practice. In providing specialized support classes, students will engage in individualized lessons that support the closing of their specific learning gaps. By providing these services the high school anticipates an increase in ELA and math CAASPP scores and having more students college ready.

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)
282,980	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention classes.
5,140	LCFF - Supplemental 4000-4999: Books And Supplies

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

Properly trained instruction aides in classrooms to support the academic needs of students with disabilities, low income and English learners.

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)
206,357	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

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

School Intervention, with after school transportation: According to state CAASPP assessment, state dashboard, and educational partner feedback a need that has been exacerbated by the pandemic for all students, including English learners, low income, special education, and homeless students at all grade levels is for more after school intervention and support in order to close academic performance and help students meet both local and four year college graduation requirements. In an effort to better support our unduplicated and at risk students with more focused intervention and support, the district will provide after school intervention with credentialed teachers and transportation for all grade levels in core academic areas to address the identified needs of each student. With the additional interventions, students will be able to develop the academic and organizational skills needed to meet the academic expectations of the classes. By providing these services the district anticipates students will build their academic and organizational skills and the number of students failing will decrease and the graduation rate will increase for both local and four year college requirements.

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)
101,139	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
34,043	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4
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

Intervention Class: According to state CAASPP assessment, state dashboard, and educational partner feedback a need that has been exacerbated by the pandemic for all students, including English learners, low income, students with disabilities, and homeless students at all grade levels is for more targeted intervention during the school day in order to close academic performance and help students meet graduation requirements. Many students have time constraints outside of school hours, so it is important to offer various extended learning opportunities. In an effort to better support our low-income, English learner and at risk students with various extended learning opportunities, the district will provide intervention classes to address academic gaps, credit recovery, and academic skills. In providing additional intervention support, students will work on closing academic gaps, academic skills, and recover credits. By providing these services the district anticipates students will build their academic and organizational skills and the number of students failing will decrease and the graduation rate will increase.

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)
75,804	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Language Development Program. Fresno County Superintendent of Schools professional development and trainings. We will hold these both on site and at FCOE office. We will use our late start Monday's for staff trainings.

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)
27,872	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2,000	LCFF - Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

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

The high school met 4 of the 7 measurable metrics. The high school met the graduation rate, CAASPP ELA, AP, and EL growth metrics. Kingsburg High School did not meet A-G, Math CAASPP, and EL reclassification. Students are still struggling with math, as there are gaps in their learning. KHS has offered a variety of tutoring services for math, during lunch, after school and online through Varsity Tutors. By the time students are in high school, we struggle to motivate students on seeing the purpose of being reclassified. During this school year, one focus was training our staff to see first hand what our students are challenged with when they take the ELPAC. We believe that the reason we had less students reach the A-G metric was because we had more students who enrolled into community colleges due to financial burdens and junior college being free. We also had a large group of students choose to go into the military service.

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 had minor variances.

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.

No changes were made to the goal or activities. The focus will continue to be ensuring students have access to resources to help them be college and career ready.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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. The district will provide a behavioral support system, security camera, online security tools, mental health services, and outside service agencies to support the physical and mental wellbeing of students. Measurement of a positive and safe environment will be through attendance rate, chronic absenteeism rate, suspension rate, expulsion rate, stakeholder feedback.

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

The district will provide a behavioral support system, security camera, online security tools, mental health services, and outside service agencies to support the physical and mental wellbeing of students. Measurement of a positive and safe environment will be through attendance rate, chronic absenteeism rate, suspension rate, expulsion rate, stakeholder feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism as measured by % students with 10% or more absenteeism	Baseline: 8.5% Data Year: 2018-19 Data Source: DataQuest Actual: 16.0% Data Year: 2022-23 Data Source: DataQuest	2023-24: 14%
Suspension rate	Baseline: 2.8% Data Year: 2019-20 Data Source: DataQuest *Note, 2019-20 was not a full year. Actual: 5.0% Data Year: 2022-23 Data Source: DataQuest	2023-24: 4%
Expulsion rate	Baseline: .17%	2023-24: Maintain less than 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Data Year: 2019-20 Data Source: DataQuest *Note, 2019-20 was not a full year. Actual: 0.4% Data Year: 2022-23 Data Source: DataQuest	
School Climate Survey- % agree or higher for provide a safe environment	Baseline: Students- 91.5% Parents- 94.7% Data Year: 2020-21 Data Source: Local Survey Actual: Students- 90% Parents- 91% Data Year: 2023-24 Data Source: Local Survey	2024-25: Students- 92%, Parents- 92%
School Climate Survey- % agree or higher for school connectedness	Baseline: Students- 67.6% Data Year: 2020-21 Data Source: Local Survey Actual: Students- 73% Data Year: 2023-24 Data Source: Local Survey	2024-25: Students-75%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Behavior Supports
Current statewide data and past Dashboard data reflects our low-income and English learner students are showing a slight decrease in suspension data, however current data reflects incomplete data due to school closure. Developing intra and inter-personal skills like self-regulation is a necessary behavioral life skill. Equipping staff with de-escalation strategies and other

behavioral supports is essential in creating a safe and positive climate. In an effort to support our low-income and English learner students with improved skills to prevent suspensions, the high school will incorporate evidence based curriculum for students, professional development for staff on behavioral supports, and additional administrative focus to provide individual support for positive behavior. In providing this additional support, students will learn to recognize reasons for behavior issues and how to cope with those reasons. By providing these services the district anticipates a decrease in suspensions as measured by Dashboard and statewide data.

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)
83,503	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
18,800	LCFF - Supplemental 4000-4999: Books And Supplies

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

School safety: Provide a safe environment for students through the use and upgrade of security cameras, school safety dog, visitor check-in system, online system to monitor student mental health, an emergency alert system, a landline inhouse emergency number, and police at school/sporting functions. KHS has hired a full time SRO that is housed at Kingsburg High School and also works with our alternative education site.

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)
141,356	LCFF 5800: Professional/Consulting Services And Operating Expenditures
1,920	Title IV 5800: Professional/Consulting Services And Operating Expenditures

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

9th grade mentor program: According to district graduation data, local data, and educational partner feedback there is a need to increase the English learners and low income populations' engagement to school to increase the graduation rate. Local data reflects that students who struggle during their freshman year are more likely to not graduate from the comprehensive high school. In an effort to better support our English learners and low income students with a positive transition from middle school to high school, the high school will start a freshman mentor program at that comprehensive high school to support the transition to high school and get students connected with student mentors. In providing a strong foundation of support, students will be more engaged in school by having activities to participate in and a mentor student they can go to for support. By providing these services the high school expects higher graduation rates, lower suspension rates and a higher percentage of school connectedness on student surveys.

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)
20,404	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
10,000	LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/Activity 4
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

Attendance Intervention Specialist: Current attendance data and past district data reflects our English learners and low income students have a lower attendance rate and higher chronic absenteeism rate than other students and it has been exacerbated by the pandemic. In an effort to better understand the root cause of the English learners and low income students' attendance issues, the district will hire a full time attendance intervention specialist. In providing the intervention specialist, the person will be able to complete home visits and implement the SARB program aimed to address the root causes and provide support to the various barriers that get in the way of continuous attendance for our English learners and low income students. We will also be hiring a support person. In providing the intervention specialist and a support person, they will be able to complete home visits and implement the SARB program aimed to address the root causes and provide support to the various barriers that get in the way of continuous attendance for the listed 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.

Amount(s)	Source(s)
220,134	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1300-1300: Management Salaries

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

School Safety Monitor: According to state dashboard and local data, there is a need to decrease the English learners and low income populations suspension rates. Local data shows that over 85% of suspensions in the district are due to fights and drugs. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. In an effort to better support our English learners and low income students with lower suspension rates, the high school will hire a full time safety monitor. A full time safety monitor will allow students to have the same consistent presence on campus and encourage students to report potential issues that will help lower suspension rates and increase student attendance rates.

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)
69,535	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/Activity 6

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

Mental Health Services: Current educational partner feedback and local data reflects an increase in mental health requests from parents and students. Our English learners and low income students have seen a higher request compared to all students, but often have the least amount of access to mental health services. In an effort to better support our English learners and low income students with mental health resources, the high school will contract for a mental health counselor to work with students who are in need of mental health support. In providing a mental health counselor, students will have a trained counselor support them with the increased mental health needs and

will contribute to students who are better able to engage in the academic material. The high school expects student failure, increase attendance and fewer mental health requests to decrease as measured by local data.

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)
92,543	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
2,500	LCFF - Supplemental 4000-4999: Books And Supplies

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

The district will provide an intervention specialist that will meet with student regarding academic progress, behavior issues and attendance to ensure they are making progress and meeting graduation requirements.

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)
121,226	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

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

The high school met 2 of the 5 measurable metrics. The metrics we met were the suspension rate and expulsion rate. The attendance rates continue to be a metric not met but we hope to improve it with a full-time SARB liaison next school year. We had some families still concerned with a safe environment, and that is mainly due to an open campus setting but overall has improved. Our student and parent climate surveys for 23-24 still showed the area of connectedness not met but it did improve overall of 9%. We feel like the platforms of social media, Parent Square, on-campus events, and communication between staff and students is improving.

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 had minor variances.

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

There was a change in activity 8 as the high school will now have access to an an outside company to connect families with outside therapists and no money will be used from Title IV. The focus will continue to be ensuring students have access to resources to help them be college and career ready.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

College and Career Exploration- KJUHSD believes that all students should have the opportunity to explore both college and career options in order to be ready when they leave high school. Through the college and career center, career technical education (CTE) classes, AVID program, and Advanced placement classes students will be provided with multiple options to explore and prepare for the transition to post-secondary schooling/training. In addition the district will provide parent nights on supporting student success during high school and preparing for post-secondary. Measurement of this goal will be through % of CTE completers, number of dual enrolled classes, number of students earning dual enrollment credits, percent of students attending college or trade school and stakeholder feedback.

Goal 3

College and Career Exploration- KJUHSD believes that all students should have the opportunity to explore both college and career options in order to be ready when they leave high school. Through the college and career center, career technical education (CTE) classes, AVID program, and Advanced placement classes students will be provided with multiple options to explore and prepare for the transition to post-secondary schooling/training. In addition the district will provide parent nights on supporting student success during high school and preparing for post-secondary. Measurement of this goal will be through % of CTE completers, number of dual enrolled classes, number of students earning dual enrollment credits, percent of students attending college or trade school and stakeholder feedback.

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 postsecondary success. The actions in the goal are focused on providing students options to help prepare for college (AP courses and AVID) and career (CTE classes) with the additional support of a credentialed teacher in the college and career center to work with students and parents on the transition. Through the district survey college and career was the third most important goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of graduating seniors enrolled in trade school, community college, or 4-year college	Baseline: 86% Data Year: 2019-20 Data Source: Local Data Actual: 79% Data Year: 2022-23 Data Source: Local Data	2023-24: 83%
% of CTE Pathway Completers	Baseline: 31.9% Data Year: 2019-20 Data Source: CALPADS EOY 1, 3.15	2023-24: 35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual: 31.6%% Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.15	
Number of Dual Enrolled Courses	Baseline: 13 courses Data Year: 2019-20 Data Source: CALPADS EOY 1, 3.10 Actual: 13 courses Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.10	2023-24: 14
Number of students earning dual enrollment credits	Baseline: 172 students Data Year 2019-20 Data Source: CALPADS EOY, 3.11 Actual: 178 students Data Year 2022-23 Data Source: Local Data	2023-24: 185
Parent Engagement- % agree or higher for communication	Baseline: 94% Data Year: 2020-21 Data Source: Local Data Actual: 88% Data Year: 2023-24 Data Source: Local Data	2023-24: 91%
College and Career Indicator		2023-24:

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Parent Participation: According to local data, parent participation from English learners and low income students is lower than that of other students in the district. Local analysis of data shows students do not feel
communication is as good and feel less connected to school. In an effort to better engage with parents to support our low-income and English learner students and engage students, the high school will provide multiple methods of parent communication for parents, including providing translation services, upgrading the parent communication system through the student information system, providing incentives for parents and offering more parenting classes and increased student communication and engagement activities. In providing additional parental and student involvement opportunities, parents will be able to better support and encourage student attendance and academic success and students will feel connected to school. By providing these services the high school anticipates parent and student participation will increase.

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)
11,260	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
29,247	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

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

Career Technical Education: Provide a variety of career technical classes and pathways to support 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.

Amount(s)	Source(s)
319,132	LCFF

	5000-5999: Services And Other Operating Expenditures
32,998	Other 5000-5999: Services And Other Operating Expenditures Prop 28

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low income

Strategy/Activity

Advanced Placement Courses: Current and past Advanced Placement data, local data and educational partner feedback reflects that our low-income and English learner students has shown a slight increase in participation and passing rate for advanced placement classes, however, there is more opportunity for growth. Given that our students need to increase participation and passing rates in AP courses, providing equity in access to course enrollment as well as specific professional learning opportunities for teachers is intended to help meet this need. In an effort to better support our low-income and English learner students with participation in and passing of advanced placement exams, the district will continue to support a policy of all Advanced placement courses open to all students and provide a continuous cycle of professional development for advanced placement teachers. In providing a continuous cycle of professional development for teachers, they will be able to stay current with new instructional techniques, changes in curriculum and access to resources that support student success to ensure all students have access to rigorous classes. It is our expectation that an increased focus on a continuous cycle of professional development will increase both the participation rate in AP classes and high passing rates.

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)
2,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4
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

College and Career Center: Current college and career indicators and EAP results for both English and math reflect that our low-income and English learner students have shown slight increases in being college and career ready. Too often, our low-income and English learner students are

unfamiliar with how to navigate and access college and post-secondary opportunities. In an effort to better support our low-income and English learner students with college and career preparedness, the high school will provide a college and career teacher to support the process of preparing students for post secondary. In providing additional college and career services, students will have access to a four year plan to support post secondary goals, college representatives, college and career fairs, support with FAFSA and college admissions, and access to the ASVAB test.

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)
20,233	Title IV 1000-1999: Certificated Personnel Salaries
101,164	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low income

Strategy/Activity

AVID: Maintain the AVID program to help 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.

Amount(s)	Source(s)
87,199	Title I 1000-1999: Certificated Personnel Salaries
7,073	Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

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

The high school did not meet any of the measurable metrics. Due to KHS being a fairly small high school, when there is a large number of students who choose to join the military instead of enrolling in a 4-year, community college, or trade school, the percentage will drop quickly. We also continue to refine our process with how we collect data from our students in regards to their future plans. Making sure all of our students provide us with that information is critical to accurate data. In regards to not making the CTE Pathway metric, this occurred due to a data entry error. KHS has offered 13 dual enrollment courses for the past few years. our goal is always to add new classes but we have not had the opportunity to do so yet. Even though the parent communication survey showed less of a percent that we had set our goal for, we believe that the amount of information and ways we have pushed out information has increased. We have taken advantage of social media and frequently use Facebook and Instagram to relay messages not only to parents but our students. Our leadership class, has a group who also has an ASB Instagram page where students push out information too.

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 had minor variances. Activity 5 did not meet the expenditures as professional development has been limited due to the pandemic. Many conferences are now virtual, which is a lower registration and then no travel expenses.

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

There was a change in activity 1 as students were added to improve communication and connectedness. This will allow the high school to have more activities to build student connectedness to school. The focus will continue to be ensuring students have access to resources to help them be college and career ready.

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

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$116,425
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,128,062.00

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.

Federal Programs	Allocation ($)
Title I	$94,272.00
Title IV	$22,153.00

Subtotal of additional federal funds included for this school: $116,425.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$460,488.00
LCFF - Supplemental	$1,518,151.00
Other	$32,998.00

Subtotal of state or local funds included for this school: $2,011,637.00

Total of federal, state, and/or local funds for this school: $2,128,062.00

School Site Council Membership

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

Ryan Phelan School Principal

Chris Woods, Shanna MacDonald, Chris Woods, Jorge Contreras Classroom Teachers

Heather Wilson Other School Staff

Stephanie Ekizian Parent or Community Members

William Butts Secondary Students

Name of Members	Role
Chris Woods	Classroom Teacher
Josh Woods	Classroom Teacher
Jorge Contreras	Classroom Teacher
Stephanie Ekizian	Parent or Community Member
Victoria Jones	Parent or Community Member
Lisa Swartz	Parent or Community Member
Joel Rogers	Parent or Community Member
William Butts	Secondary Student
Briar Estes	Secondary Student
Chase Van Doren	Secondary Student
Heather Wilson	Other School Staff
Michelle Warkentin	Other School Staff
Amanda Ergo	Secondary Student
Mrs. Larson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Parent Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 13, 2024.

Attested:

	Principal, Dr. Ryan Phelan on
	SSC Chairperson, Jorge Contreras on

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: Linked 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.

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.

Educational Partner 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 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 **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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]

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 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 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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.pdf.)

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

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