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 Independent Study High School	10 62257 1033695	05/20/2024	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
Comprehensive Support and Improvement
Targeted Support and Improvement
This plan meets the requirements for a schoolwide program. The school is not a CSI, TSI, or ATSI school.
The use of federal funds helps the district focus on students who struggle academically and are in need of additional support to meet the districtwide goals (academic achievement, positive and safe environment, student achievement, and transition to post-secondary schooling/training). For our small district, the use of federal funds helps support specific needs, such as specialized classes (English Workshop, English E, two year math classes and below grade level math class) for struggling students, instructional aides in classrooms, and promoting career and college awareness.

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

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

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 Ind. Study administration conducts formal evaluations one time every two years for tenure teachers and one time a semester for two years for probationary teachers. Walkthroughs are conducted informally to ensure student engagement and a positive classroom environment.

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)

Local assessments for Kingsburg Ind. Study students is done through Edgenuity and courses and instruction is modified to meet the individual needs of each student. The district did have all 11th graders take the SBAC in ELA and math and all 11th and 1th graders take the CAST.

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

Data is monitored with the use of our credit recovery program called Edgenuity, to make sure students are completing credits and progressing in their classes.

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 planned, but with the school closure and hybrid schedule, the professional development focused on social emotional learning and technology in the classroom. In addition the high school completed a WASC visit that showed that teachers wanted more professional development and this is reflected in the new SPSA.

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, but the the year, this was delayed until the 2021-22 school year. The focus of professional development will be designated ELD, using assessments to assess student progress, and supporting specific departments in framework and standards, and continued use of technology in the classroom.

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.

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.

Evidence-based educational practices to raise student achievement

Based on input from stakeholders, the high school will be implementing additional evidence based education practices. The high school will have an intervention specialist that will focus 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, and through parent meetings. 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 at least 10 seniors who are adopted by community members so all of their senior activities are paid for.

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 foe involvement in the planning, implementation and evaluation of ConApp programs. There are quarterly meetings with school site council, ELAC/DELAC, and the district advisory committee. Monthly 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) instructional aide support, 2) 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) instructional aide support, 2) 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

Oct. 16th, 2023- School Site Council Meeting, reviewed funding for the school year, reviewed SPSA
Dec. 11, 2023- School Site Council Meeting held
Mar. 11, 2024- School Site Council Meeting held.
May 20th, 2024- Presented 23-24 SPSA to School Site Council.

Resource Inequities

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

Kingsburg Independent Study did a needs assessment and found that technology and access to the curriculum was not consistent amongst students. Students were having a challenge with technology including Internet access while trying to access the curriculum. The school helped provide lap top computers and hot spots to any student that needed one to access the curriculum and complete course work.

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	1.4%	%	0%	1		0
African American	%	%	0%			0
Asian	2.8%	2.60%	0%	2	2	0
Filipino	%	%	0%			0
Hispanic/Latino	59.7%	59.74%	66.67%	43	46	52
Pacific Islander	%	%	0%			0
White	34.7%	35.06%	30.77%	25	27	24
Multiple/No Response	1.4%	2.60%	2.56%	1	2	2
			Total Enrollment	72	77	78

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	8	6	9
Grade 10	12	10	17
Grade 11	24	33	16
Grade 12	28	28	36
Total Enrollment	72	77	78

Conclusions based on this data:

1. Enrollment has increased at Kingsburg Ind. Study High School in the last four years.

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	6	6	7	8.30%	7.8%	9.0%
Fluent English Proficient (FEP)	12	11	13	16.70%	14.3%	16.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. EL students enrolling in Kingsburg Ind. Study has remained consistent the last few years.

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	26	51	18	23	49	17	23	49	17	88.5	96.1	94.4
All Grades	26	51	18	23	49	17	23	49	17	88.5	96.1	94.4

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	2575.	2561.	2586.	21.74	12.24	29.41	26.09	42.86	17.65	26.09	14.29	35.29	26.09	30.61	17.65
All Grades	N/A	N/A	N/A	21.74	12.24	29.41	26.09	42.86	17.65	26.09	14.29	35.29	26.09	30.61	17.65

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	*	12.24	*	*	67.35	*	*	20.41	*
All Grades	*	12.24	*	*	67.35	*	*	20.41	*

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	*	14.29	*	*	55.10	*	*	30.61	*
All Grades	*	14.29	*	*	55.10	*	*	30.61	*

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	*	12.24	*	*	79.59	*	*	8.16	*
All Grades	*	12.24	*	*	79.59	*	*	8.16	*

Research/Inquiry Investigating, analyzing, and presenting information									
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	*	12.24	*	*	69.39	*	*	18.37	*
All Grades	*	12.24	*	*	69.39	*	*	18.37	*

Conclusions based on this data:

1.

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	26	51	18	23	49	17	23	49	17	88.5	96.1	94.4
All Grades	26	51	18	23	49	17	23	49	17	88.5	96.1	94.4

* 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	2500.	2496.	2461.	0.00	2.04	0.00	13.04	4.08	5.88	26.09	32.65	5.88	60.87	61.22	88.24
All Grades	N/A	N/A	N/A	0.00	2.04	0.00	13.04	4.08	5.88	26.09	32.65	5.88	60.87	61.22	88.24

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	*	0.00	*	*	28.57	*	*	71.43	*
All Grades	*	0.00	*	*	28.57	*	*	71.43	*

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	*	4.08	*	*	63.27	*	*	32.65	*
All Grades	*	4.08	*	*	63.27	*	*	32.65	*

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	*	4.08	*	*	63.27	*	*	32.65	*
All Grades	*	4.08	*	*	63.27	*	*	32.65	*

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										6	5	6

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
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

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**
78	**87.2**	**9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Kingsburg Independent Study 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	9
Foster Youth		
Homeless	4	5.1
Socioeconomically Disadvantaged	68	87.2
Students with Disabilities	3	3.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	52	66.7
Two or More Races	2	2.6
White	24	30.8

Conclusions based on this data:

1.

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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career Very Low	**Graduation Rate** Orange	**Suspension Rate** Blue
	Chronic Absenteeism No Performance Color	

Conclusions based on this data:

1.

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
Lowest Performance

Orange

Yellow

Green

Blue
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	0

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
20.6 points above standard Increased Significantly +50.4 points 14 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	14.3 points above standard Increased Significantly +40.1 points 12 Students	 No Performance Color 0 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 9 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 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**
Less than 11 Students 2 Students	Less than 11 Students 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1.

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
Lowest Performance

Orange

Yellow

Green

Blue
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	0	0	0

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
158.2 points below standard Decreased Significantly -16.3 points 14 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	164.1 points below standard Decreased Significantly -20.5 points 12 Students	 No Performance Color 0 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 9 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 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**
Less than 11 Students 2 Students	Less than 11 Students 0 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1.

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
making progress towards English language proficiency
Number of EL Students: 6 Students
Performance Level: No Performance Level

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

Conclusions based on this data:

1.

School and Student Performance Data

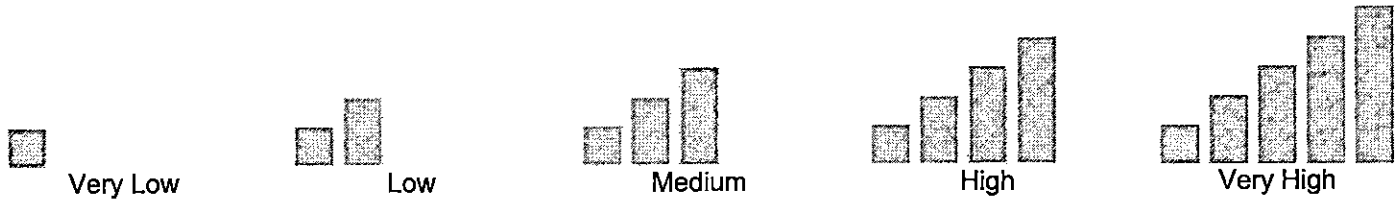
Academic Performance
College/Career Report

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.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
1	0	0	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	English Learners	Foster Youth
4.9 Prepared 41 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	5.6 Prepared 36 Students	Less than 11 Students 4 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
0 Prepared 27 Students	0 Students	0 Students	14.3 Prepared 14 Students

Conclusions based on this data:

1.

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
Lowest Performance

Orange

Yellow

Green

Blue
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 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

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

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 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

Lowest Performance

Orange

Yellow

Green

Blue

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	1	0	0

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
Orange 85.4% graduated Decreased -1.6 41 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	Yellow 83.3% graduated Maintained -0.5 36 Students	Less than 11 Students 4 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
88.9% graduated Increased Significantly 5.6 27 Students	No Performance Color 0 Students	No Performance Color 0 Students	78.6% graduated Decreased Significantly -21.4 14 Students

Conclusions based on this data:

1.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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
Blue 0% suspended at least one day Declined -0.7 115 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	Blue 0% suspended at least one day Declined -1 98 Students	0% suspended at least one day 11 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Declined -1.1 74 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 36 Students

Conclusions based on this data:

1.

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	85.4% Data Year: 2022-23 Data Source: DataQuest	2023-24: 90%
State Standardized Assessments as measured by ELA CAASPP percent met or above	Met or exceeded standards All: 47.06% Data Year: 2022-23 Data Source: CAASPP	2023-24: 55%
State Standardized Assessments as measured by Math CAASPP percent met or above	Met or exceeded standards All: 5.88% Data Year: 2022-23 Data Source: CAASPP	2023-24: 12%

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 unduplicated students have shown a continued increase in achievement, but they still have room to improve to meet the standard. To support the unduplicated students, the district will provide courses that offer specialized direct instruction to support students through individualized and small group remediation and acceleration lessons by credentialed teachers. By providing additional, targeted time with skilled professionals will reinforce concepts and provide additional skills 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 district anticipates an increase in ELA and math SBAC 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)
225,614	LCFF 1000-1999: Certificated Personnel Salaries Intervention classes.

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)
184,572	LCFF 2000-2999: Classified Personnel Salaries
18,902	Title I 2000-2999: Classified 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

After School Intervention, with transportation: According to state SBAC assessment, state dashboard, and stakeholder 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. This action has been implemented since 2017, and has shown a continued increase in graduation rates and statewide SBAC scores for our unduplicated students in English and math, in addition stakeholder feedback through surveys showed an increased need of intervention support to ensure students are closing the gap in credits in order to graduate with their class.

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)
89,633.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
12,100	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

Summer School with Transportation: According to state dashboard graduation data and college and career indicator, low income, English learners, homeless, Hispanics and students with disabilities have a lower rate than other students within the district. Providing extended learning opportunities will support students in addressing missed learning skills and concepts and deepen understandings. In an effort to better support our unduplicated and at-risk students' graduation rate, the district will provide summer school classes with transportation for both remedial and acceleration. Providing summer school with transportation for students will provide more educational opportunities and additional time for students to master the academic content. By providing these services the district anticipates the graduation rate and college and career indicator to increase. This action with transportation was implemented in 2019-2020, but with the pandemic the district has yet to provide summer school transportation due to health guidelines. Summer

school enrollment has increased during the 2020 and 2021 summer school, with additional classes added to remediate failing grades.

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)
219,551	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
9,155	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

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

Strategy/Activity
Alignment of instruction with content standards: Alignment of instruction with content standards by utilizing outside services, purchasing textbooks, books, materials, resources and technology.

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)
57,771	Lottery: Instructional Materials 4000-4999: Books And Supplies

Strategy/Activity 6

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

Strategy/Activity
Library Media Services
Current ELA assessment data reflects our unduplicated students are showing slight increases in meeting standards; however, they still have more opportunity to grow. Providing greater access to content is necessary to develop reading comprehension and critical thinking. In an effort to better support our unduplicated students with reading comprehension, the district will provide a program that provides audio reading of textbooks, novels, and pleasure reading. The library media service teacher will assign books to students, in addition to providing supplemental reading material at the

students level and interest. In providing additional library media services, students will engage in the text and novels of the classroom, in addition to pleasure reading as students can focus on comprehending the material and not just being able to read the material. By providing these services the district expects ELA assessment results for unduplicated students to increase as measured by local assessments until Smarter Balanced results become available.

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)
91,399	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
15,000	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)

English learners, low income

Strategy/Activity

Intervention Class: According to state SBAC assessment, state dashboard, and stakeholder 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 unduplicated 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)
39,652	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

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

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)
23,321	LCFF 1000-1999: Certificated Personnel Salaries
3,000	LCFF 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.

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

Overall the amounts budgeted and actually expended were close. Some of the differences in Action 1 and 2 were due to salary and benefit increases, as well as staffing.

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.

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	53.3% Data Year: 2022-23 Data Source: Data Quest	2023-24: 20%
H.S. Dropout as measured by formula in LCAP appendix	.98%% Data Year: 2022-23 Data Source: Data Quest	2023-24: Maintain less than 2%
Suspension rate	0% Data Year: 2022-23 Data Source: Data Quest	2023-24: 0%
Expulsion rate	0% Data Year: 2022-23 Data Source: Data Quest	2023-24: 0%
School Climate Survey- % agree or higher for provide a safe environment	Students- 90% Parents- 91% Data Year: 2022-23 Data Source: Local Survey	2023-24: Students- 93%, Parents- 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey- % agree or higher for school connectedness	Students- 73% Data Year: 2022-23 Data Source: Local Survey	2023-24: Students- 85%

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 unduplicated 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 unduplicated students with improved skills to prevent suspensions, the district 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 data. This action will be carried forward into the new LCAP as suspension rates have declined, but with the pandemic and students returning fully on campus, a more direct program will be needed to help students to transition to full time instruction.

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)
118,068	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
8,000	LCFF - Supplemental 4000-4999: Books And Supplies
22,500	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

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, emergency alert system, and police at school/sporting functions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
34,405	LCFF 5800: Professional/Consulting Services And Operating Expenditures
2,500	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)

All students

Strategy/Activity

Outside Agency Services: Provide services to students through outside agencies that include: School Psychologist, Nurse for vision/hearing assessments, Adaptive Physical Fitness Teacher, Speech Pathologist, and Athletic Trainer.

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)
167,996	LCFF 5800: Professional/Consulting Services And 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

9th grade mentor program: According to district graduation data, local data, and stakeholder 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 unduplicated students with a positive transition from middle school to high school, the district 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 district expects higher graduation rates, lower suspension rates and a higher percentage of school connectedness on student surveys. This action will be carried forward to the new LCAP as data shows the number of students graduating from alternative education is increasing and with the pandemic the school was not able to fully implement during the 2020-21 school, due to distance learning and hybrid schedule.

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)
42,394	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
5,000	LCFF - Supplemental 4000-4999: Books And Supplies

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

Attendance Intervention Specialist: Current attendance data and past district data reflects our unduplicated 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 unduplicated 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 unduplicated students. This action started in 2019, with a part time person and attendance rates from local and statewide data improved slightly, though data was not based on a full year. By

providing a full time intervention specialist, the district expects attendance rates to increase and chronic absenteeism rates to decrease as measured by statewide dashboard data and 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)
172,603	LCFF 2000-2999: Classified Personnel Salaries
2,500	LCFF 5000-5999: Services And Other Operating Expenditures
2,500	LCFF 4000-4999: Books And Supplies

Strategy/Activity 6

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

English Learners, Foster Youth, Low Income

Strategy/Activity

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 70% 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 unduplicated students with lower suspension rates, the district 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. This action was started in the 2019-20 school and according to student surveys, showed that students felt safer on campus, though with the pandemic accurate data was not able to be generated for the 2019-20 and 2020-21 school years. The district will carry this action into the new LCAP.

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)
51,606	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, Low Income

Strategy/Activity

After School Transportation, Athletics: According to current and past statewide Dashboard data and local data, unduplicated students have a lower graduation rate and higher suspension and chronic absenteeism rate compared to all students, however they have shown improvement, but there is more opportunity to grow. In an effort to better support our unduplicated students with student connectivity, physical and mental development, self-discipline, access to opportunity through school sports, the district will provide transportation for after school school athletics. In providing transportation, students will have a better opportunity to be involved in athletics which research has shown leads to increase in academic achievement. This action was started in the 2019-20 school and students were taking advantage of the transportation with an average of 5 kids per season using the transportation, though with the pandemic overall accurate data was not able to be generated for the 2019-20 as sports were ended during the 3rd quarter and athletics was modified during the 2020-21 school years. The district will carry this action into the new LCAP and it is our expectation that supporting student involvement in school will help improve attendance rates, graduation rates and lower suspension 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)
73,376	LCFF 2000-2999: Classified Personnel Salaries
12,100	LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

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

Comprehensive Youth Services: Current stakeholder feedback and local data reflects an increase in mental health requests from parents and students. Our unduplicated 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 unduplicated students with mental health resources, the district will contract for a Comprehensive Youth Service counselor to work with students who are in need of mental health support. In providing a Comprehensive Youth Service 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

district expects student failure 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)
84,045	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
13,046	Title IV 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.

Kingsburg Ind. Study High School is continuing to work with our student population and decreasing negative attendance. The addition of a SARB coordinator in the district next year will help focus on those students who are chronically absent.

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

Overall the amounts budgeted and actually expended were aligned. There was no major difference.

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

The 23-24 SPSA will help to identify areas of improvement with absenteeism and making sure students are attending school consistently. The focus will continue to be ensuring students have access to resources to help them recover and then excel from the year and half of inconsistent schooling.

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

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. In an effort to better engage with parents to support our unduplicated students, the district 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. In providing additional parental involvement opportunities, parents will be able to better support and encourage student attendance and academic success. By providing these services the district anticipates parent participation rates to continue to increase and the increased focus on translation service, improved communication system and incentives, that parent involvement in district and school meetings and surveys will increase. In addition with increased parent involvement, student achievement on SBAC ELA and math will both 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)
10,683	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
12,500	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)

Low income, English learners

Strategy/Activity

Technology: A need that has been exacerbated by the pandemic for low income students compared to other students in the district is access to technology and internet connections, which impacts a student's academic achievement. Local data shows that our unduplicated students did not have consistent and reliable internet access. Unreliable internet limits student access to extended resources, the ability to connect with school, and expanded learning opportunities. In an effort to better support our unduplicated students with academic performance and 21st century skills, the district will continue to provide computers, internet connections and hire additional technology personnel to support students. In providing these services, students will be able to engage in class work at home and develop academic skills needed for post secondary employment.

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)
83,816	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
125,135	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures
51,371	LCFF 2000-2999: Classified Personnel Salaries
71,400	LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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)
400,704	LCFF 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)

Low income

Strategy/Activity

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)
3,032	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
15,000	LCFF - Supplemental

	5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

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: Too often, our unduplicated students are unfamiliar with how to navigate and access college and post-secondary opportunities. In an effort to better support our unduplicated students with college and career preparedness, the district will provide a college and career access 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. By providing

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)
21,558	Title IV 1000-1999: Certificated Personnel Salaries
107,789	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2,500	LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Low income

Strategy/Activity

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)

66,699	Title I 1000-1999: Certificated Personnel Salaries
18,999	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.

Kingsburg Ind. Study staff continues to look for Professional Development opportunities to help expand college and career opportunities for our students.

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

There was no major difference in funding. Though professional development to outside places was put on hold, the district provided on site trainings before the school year to support teachers.

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.

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

Within in three years, all students, and particularly low-income and Hispanic students at Oasis High School and Kingsburg Ind. Study High School will demonstrate growth in the College and Career Indicator and a decrease in suspensions.

Goal 4

Provide professional development and collaboration time that builds student achievement- KJUHSD recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students. Through professional development training on campus and off, teachers and staff will be better prepared to engage students on college and career opportunities. Measure of this data will be through local and state data.

Identified Need

Our analysis of the 2023 Dashboard data indicated a need to continue supporting the decrease in suspension rate and increase in the College and Career Indicator in the district, but specifically for low-income and Hispanic students at Oasis High School and Kingsburg Ind. Study High School, our Equity Multiplier school sites. This need is supported by feedback provided by educational partners, specifically the request for increased programs and supports for lowering the suspension rates, especially those associated with drug use. In addition, they stated a continued focus on students meeting the requirements to demonstrate they are college and career ready. The district plans to improve both of these areas through the actions included in the goal and will measure progress using the College and Career Indicator, Suspension rates, and Graduation rates, differentiated by student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Professional Development: According to statewide SBAC assessment data, dashboard data, local data, and stakeholder feedback, low income students and English learners have lower academic achievement and graduation rates, though data reflects slight increases in these areas. In an effort to better support our teachers in developing instructional strategies to support our unduplicated students, the district will provide continuous professional development training, release time for teachers to collaborate with peers, and an instructional technology coach. In providing professional development and collaboration time, teachers will be better prepared to identify the academic gaps of the unduplicated students and provide intervention to close the academic gap. By providing

these services the district anticipates an increase in SBAC and graduation rates. This action has been implemented since 2017 and has shown an increase in SBAC scores in math and English for low income students and held steady with English learners. Graduation rates have increased for low income and EL students with the highest rate in 2020.

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)
94,869	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
47,877	Title II 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

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

Strategy/Activity

Professional Development for English Learners: The district will provide professional development for designated and integrated ELD instruction and individual coaching for teachers. The increased focus on designated and integrated instruction 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)
3,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
17,100	LCFF - Supplemental 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

In an effort to better support our teachers in developing instructional strategies to support our low income students, the district will provide continuous professional development. In providing a continuous cycle of professional development for teachers, teachers will be better prepared to engage students through inquiry and collaboration. By providing these services the district will see an increase in students test scores and graduation 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)
3,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
8,300	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

Mentor support for new teachers: Current SBAC data, dashboard data and local data reflects slight increases in graduation rates in our unduplicated students. In an effort to better support unduplicated students with academic skills, the district will provide a mentor teacher for teachers with fewer than two years and any new teacher to the district. In providing the mentors, the new teachers will be able to develop their instructional strategies and have a support person on campus to help learn the expectations of the district. It is our expectation that professional development through personalized mentorship will increase the effectiveness of inexperienced and new teachers in supporting students in decreasing the achievement gap. This action was started in the 2019-20 school, but with the pandemic accurate data was not able to be generated for the 2019-20 and 2020-21 school years. The district will carry this action into the new LCAP.

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)
4,649	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2,500	LCFF - Supplemental 5800: Professional/Consulting Services And 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.

Intervention Counselor and Director are working with various local colleges, military and work force to help students after graduation. The College and career center is being creative in supporting students, especially seniors to ensure they were able to complete all of the requirements for enrollment into four year, community college or trade school. Also having access to mental health counseling on campus for all students to help with their behaviors and mental health.

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

There was no major difference between intended implementation and the budgeted expenditures.

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

The focus will continue to be ensuring students have access to resources to help them recover and excel.

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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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)

Strategy/Activity

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)

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	$189.581
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	$2,975,790.00

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	$104,600.00
Title II	$47,877.00
Title IV	$37,104.00

Subtotal of additional federal funds included for this school: $189,581.00

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	$1,425,462.00
LCFF - Supplemental	$1,302,976.00
Lottery: Instructional Materials	$57,771.00

Subtotal of state or local funds included for this school: $2,786,209.00

Total of federal, state, and/or local funds for this school: $2,975,790.00

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 Walterman School Principal

Fernando Avila Classroom Teachers

1 Other School Staff

Crystal Delsid Parent or Community Members

Jalene Delsid Secondary Students

Name of Members	Role
Fernando Avila	Classroom Teacher
Erica Avila	Other School Staff
Crystal Delsid	Parent or Community Member
Jalene Delsid	Secondary Student

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

Recommendations and Assurances

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

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

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

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

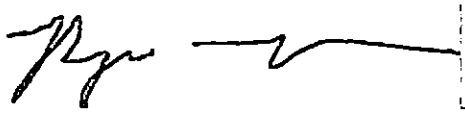
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: District Advisory Committee

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 5/20/2024.

Attested:

	Principal, Ryan Walterman on 5/20/2024
	SSC Chairperson, Fernando Avila on 5/20/2024

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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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/

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