

School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

King Elementary

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
King Elementary	39686766042568	Ver 1 – 05/27/2020	Ver 1 – 05/27/2020	Ver 1 – 07/28/2020

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)

King Elementary is implementing a Schoolwide Program.

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.

King Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

King Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. King School consulted with our parents at meetings such as SSC, ELAC, Parent Coffee Hours, and the annual Title I meeting. Students, parents, and staff were also given opportunities to complete surveys regarding input for improving student achievement.

During the School Site Council Meetings beginning in September 2019, members were provided with preliminary SBAC results for the 2019 administration of the assessment. King Elementary preliminary results for all students group was 34% meeting standard for ELA (-39 pts from standard) and 20% for Math (-72 pts from standard). In addition, the percent of students chronically absent moved slightly upward from 11% to 12%. Throughout the year from October to May, members have been analyzing assessment results and making data based decisions for the identified needs of King School students and specific subgroups.

The same school data and information was shared with our ELAC members throughout the year beginning in October 2019. In November, members were surveyed for recommendations on how to improve English Learners student achievement. ELAC members recommended computer programs for students, homework support for students and parents, committee classroom visits, summer school at King school for English Learners, teacher training in creating a positive teaching environment, bilingual assistant support, workshops for parents on computers, Latino Literacy Project, and motivate parents to attend ESL classes. In the January ELAC meeting, an English Learner school wide needs assessment was brought to the committee. Data presented was based on the Winter i-Ready results. A concern that was shared with the parents was that only 11% of our English Learners were on level in ELA and 6% on Math. Vocabulary was a weakness across all grade levels. Suggestions from the committee included additional books to take home, strategies for reading comprehension of higher-level text and math problems, and parent/student math workshops.

LCAP Survey results for King School reflected the recommendation for additional Instructional and Bilingual Assists. Results also reflected more community resources to help parents understand the importance of education and behavior problems.

Survey results for parents of EL students recommended increasing English skills in the area of reading, writing, speaking, and listening. Families also recommended the need for student access to textbooks and learning material related to their culture and language.

To address stakeholder involvement and data reviews for 2018-2019 and for most of the 2019-2020 school years, King Elementary completed a Needs Assessment and Decision Making Model (DMM) from February-April 2020. The DMM and Needs Assessment was shared/reviewed with members during the January-May SSC and ELAC.

Resource Inequities

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

This section is not applicable as King Elementary has not been identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) school.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, King School will decrease the “Distance from Standard” in ELA for all Grades 3-8 students by 5 pts. to -33.8 pts. on the Ca. Dashboard.

By June 2021, King School will decrease the “Distance from Standard” for all English Learners in ELA by 10 pts. to -112.8 pts. from standard. Our Re-classified who were only -10.8 pts. below standard to -5pts on the Ca. Dashboard.

By June 2021, King School's reclassification rate will increase from 15.10% to 25 % based on the Dashboard Data.

By June 2021, 50% of all King School's English Learners making progress towards English will be making progress towards English as based on the Ca. Dashboard.

By June 2021, King School will increase students passing on level reading in grades K-2 so that 75% are passing the benchmark reading passage. Currently 68% in January of 2020 passed their benchmark.

School Goal for Math: (Must be a SMART Goal)

By June 2021, King School will decrease the “Distance from Standard” in Math for all Grades 3-8 students by 5 pts to -67 points on the Ca. Dashboard.

By June 2021, King School will increase Math facts fluency in Grades K-2 so that 90% are passing their basic Math Facts.

Identified Need

- Be sure English Learner data is reviewed and included.

Based on the Ca Dashboard and the Winter i-Ready ELA data (Winter 2019 i-Ready and Spring 2019 SBAC), our English learners who were not reclassified are struggling. That currently accounts for 158 students in Grades 3-8 on the dashboard. Our reclassified students did quite well (201 students) are only 10.8 pts from meeting standard.

The ELA Domain Strengths and Challenges for most grades were similar. Strengths included: Phonemic Awareness, Phonics, High Frequency words

Challenges included: Vocabulary, Literature/Informative Comprehension

English Learners continued to struggle on i-Ready with only 6% on level. School wide weaknesses included Algebra and Geometry.

EL Progress

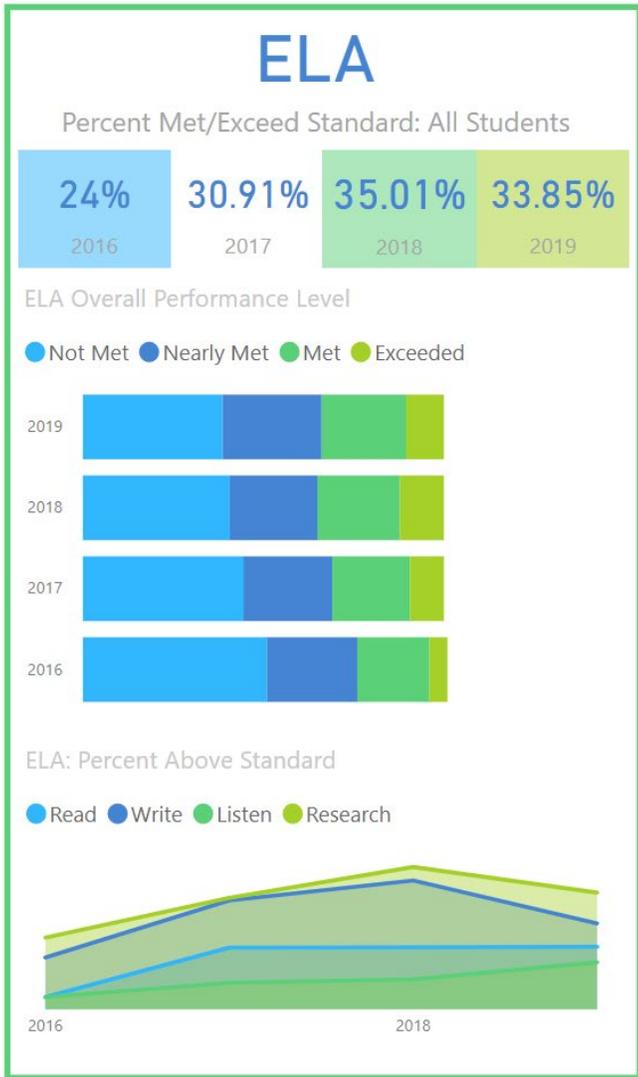
Reclassification rate 15% for 2019, 18%=80 for 2018

20%=94 for 2017

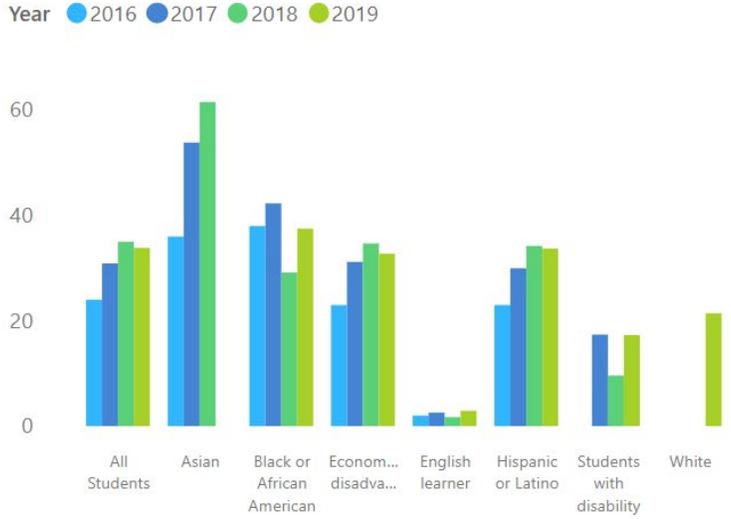
Math:

King School Math scores dipped slightly in the Spring of 2019 based on SBAC from 23% to 20%.

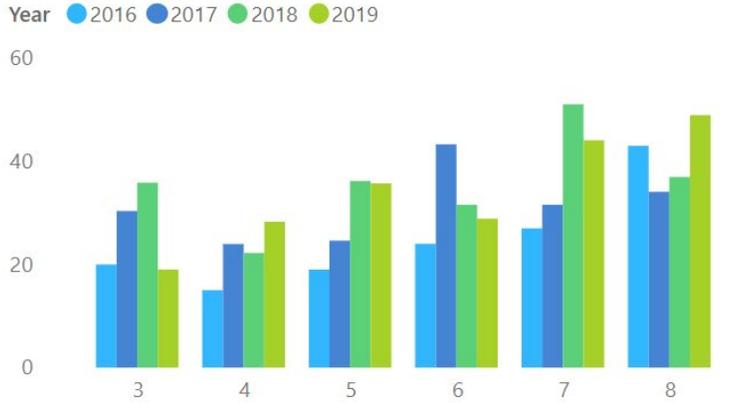
i-Ready scores showed only 25% were on track or on level for the Winter Assessment.



ELA CAASPP: Percent Met/Exceed Standard

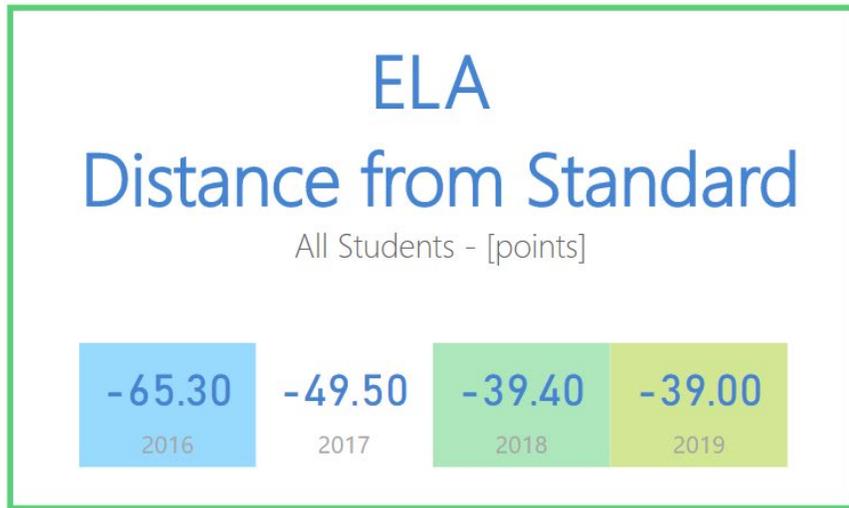


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



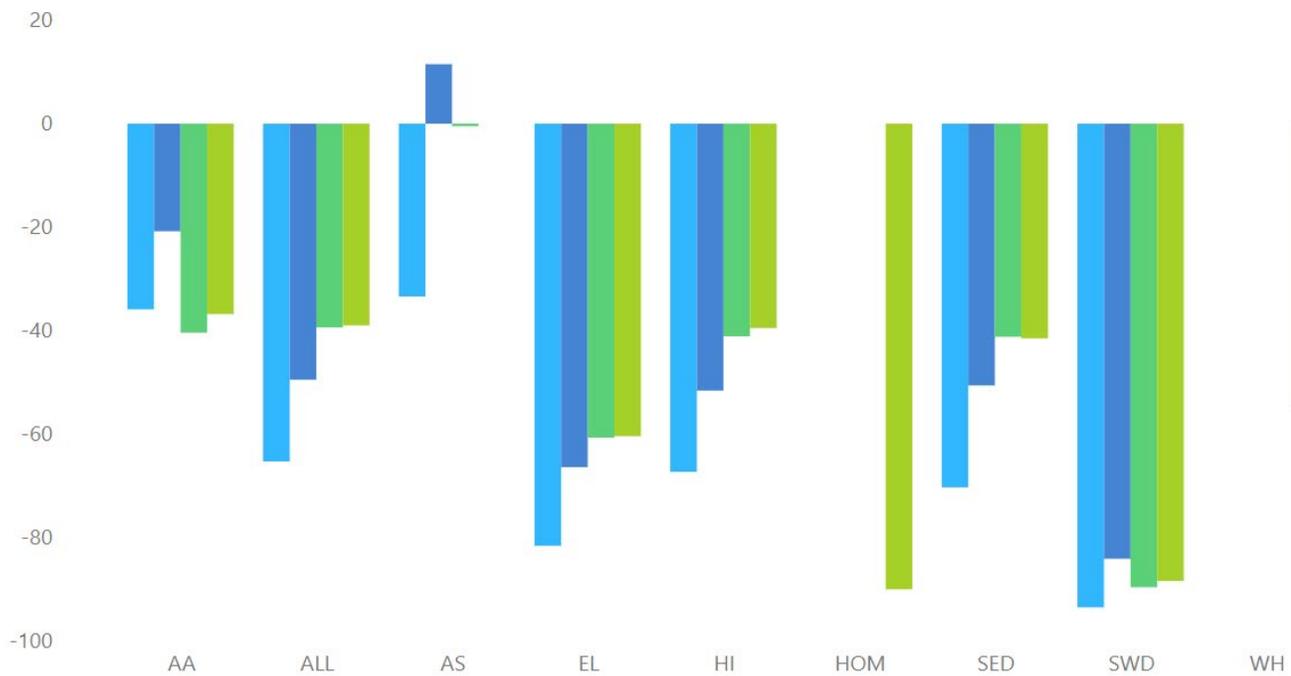
2019 Prelim ELA CAASPP: Area - Percent Above Standard

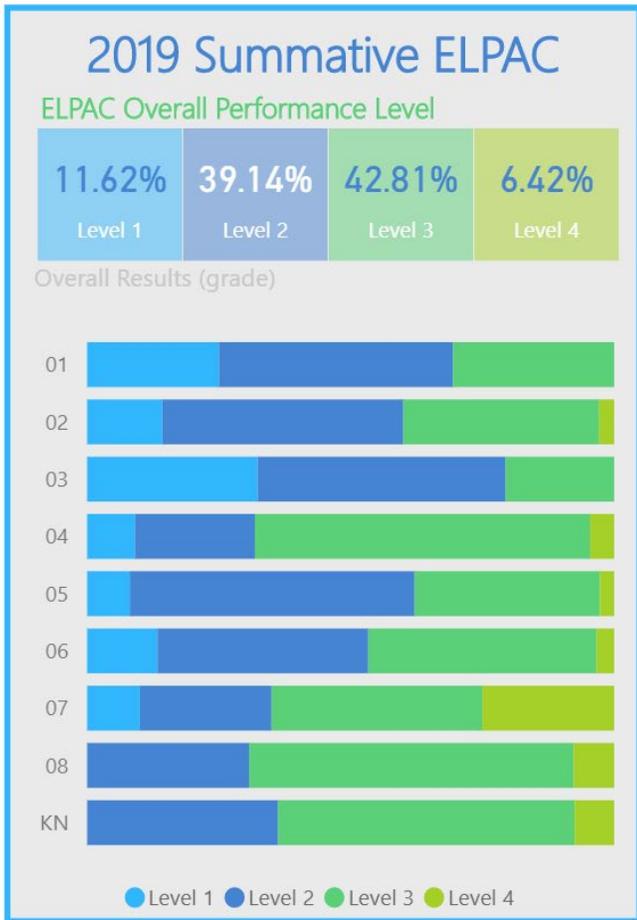




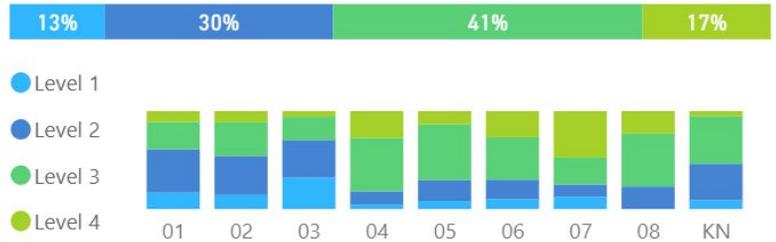
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

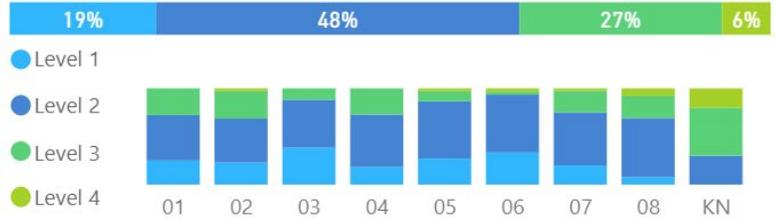




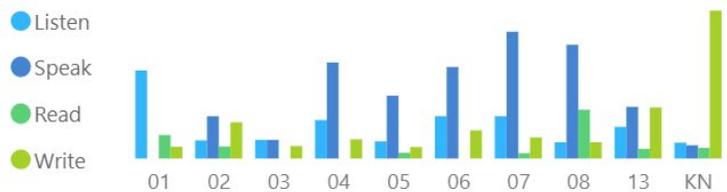
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



Math

Percent Met/Exceed Standard: All Students



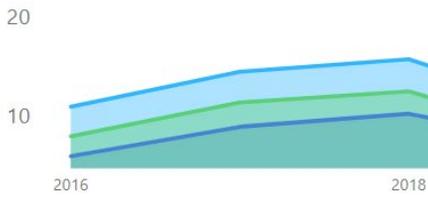
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



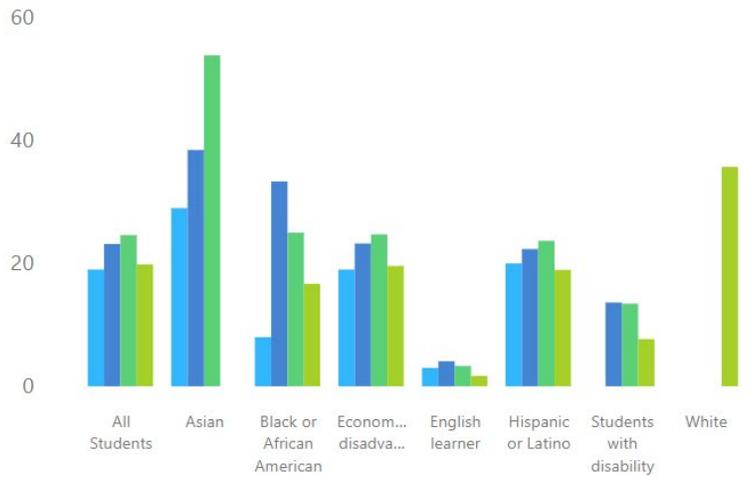
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



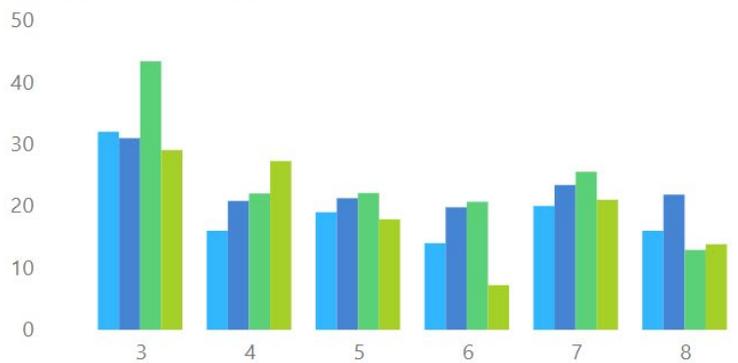
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



Math CAASPP: Percent Met/Exceed Standard by Grade Level

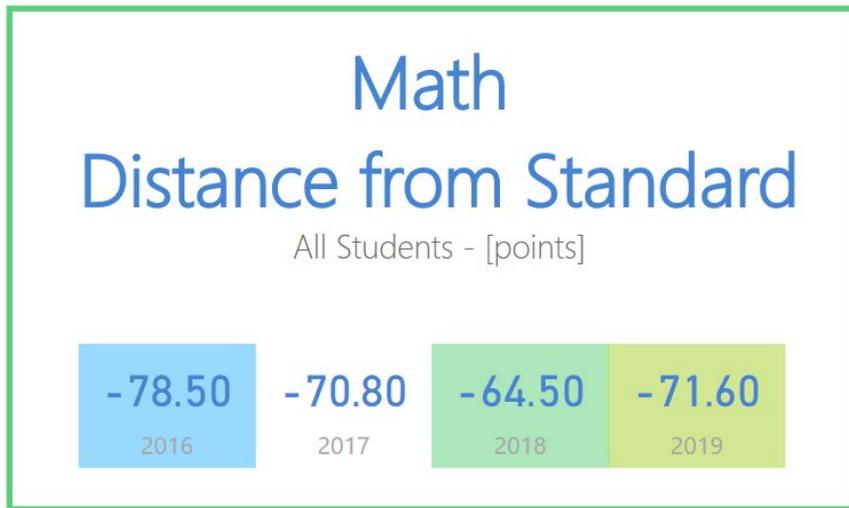
Year ● 2016 ● 2017 ● 2018 ● 2019



2019 Math CAASPP: Percent Above Standard

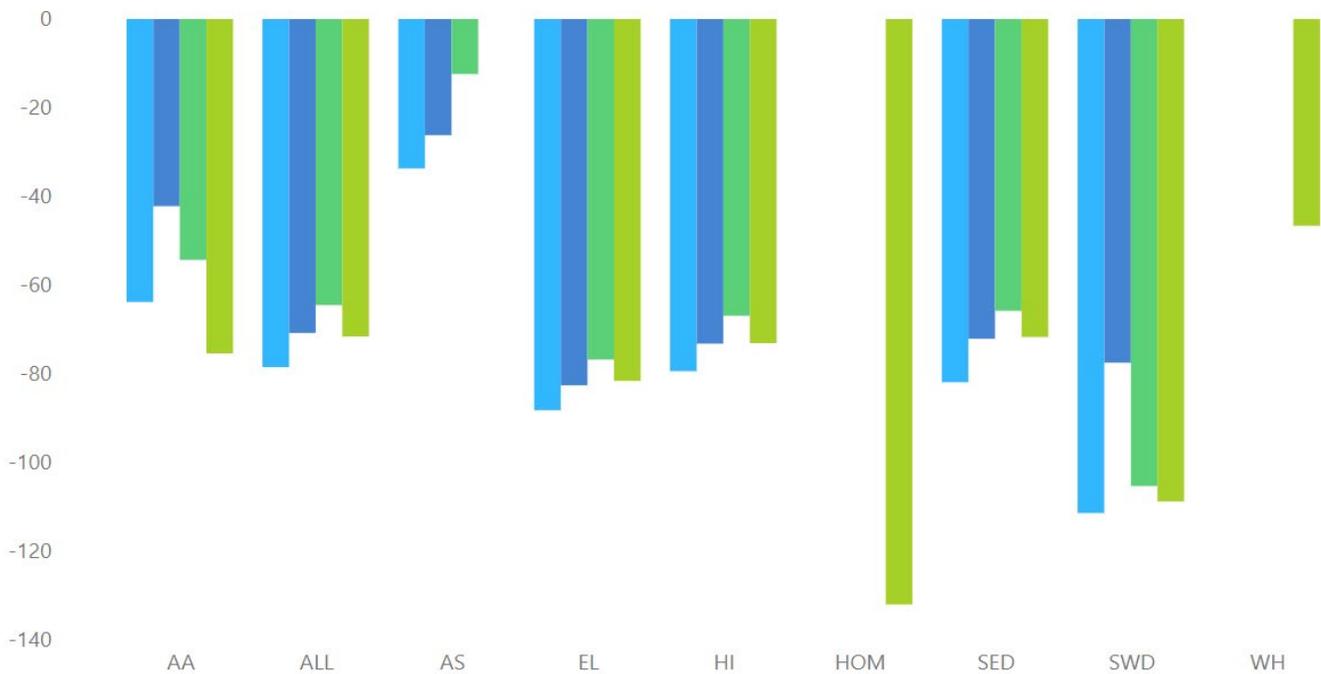
● Concepts ● Problem ● Reasoning





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

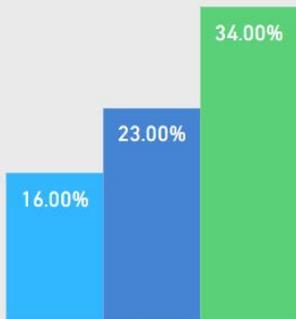
PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-38.5 points below standard	-28.5 points below standard
SBAC (2019)	35%	45%
i-Ready Assessments	32%	42%
IRI/Informal Inventory		

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-71.6 points below standard	-61.6 points below standard
i-Ready Assessments (Met Standards) (Winter)	25%	35%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Writing is an intricate part of college and career ready. With the belief that there is a reciprocity between reading and writing, King students will learn how to write a variety of text types to respond and connect to their readings and thoughts.

- Teachers and support staff will follow a writing plan that consists of writing benchmarks for Common Core Text Types at each grade level.
- Students will write daily and participate in On-Demand writing benchmark prompts each Trimester.
- Teachers will calibrate expectations regularly for writing using specific rubrics to score.
- Students will know expectations by rubrics and anchor papers.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$200	57150	Duplicating
\$1,500	44000	Equipment: Charts, chart maker

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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

Deepen the AVID school wide implementation where teachers will integrate AVID into their daily lessons to help all students be prepared for higher education. Continue teacher training on AVID WICOR and college & career readiness strategies through Summer Institutes and District Sponsored SI. To support implementation the AVID Coordinators will work with teachers and the Leadership Team who have all been trained in AVID in our annual goals in our AVID plan. Highlights include:

- School-wide organizational expectations matrix for grades 2-8
- School-wide college and career boards for all grades
- School-wide use of Focused Notes
- AVID elective in Middle School
- College Field Trips
- Materials for organization and planning, e.g. binders, pencil pouches, dividers, posters for the strategies, college pennants, college t-shirts.
- 2 AVID coordinators will assist in monitoring and modeling strategies. These are classroom expert teachers.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$33,451	43110	Supplemental Materials
\$5,000	11500	Additional Comp. for AVID Coordinators
\$10,000	58720	Field Trips – Non-District Transportation
\$15,000	52150	Conferences
\$5,000	58920	Field Trips – District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners and RFEP students

Strategy/Activity

To accelerate and increase the English fluency of our English Learners, a priority focus on our ELs includes:

Professional development in Designated and Integrated ELD strategies, interventions, after-school tutoring, support staff specifically for ELs, e.g. bilingual paraprofessionals, instructional materials, and monitoring tools. ELAC and SSC recommended increasing Bilingual Aide FTEs. (Due to hiring freeze, the increase will be on hold). King school will be implementing AVID Excel for Middle School Long-term English Learners to accelerate English proficiency and college and career readiness.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	11500	Teacher Additional Comp (Extended Year/After School Programs)
\$10,000	58450	License Agreement: Rosetta Stone

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,255	11700	Teacher Substitutes for releasing during PD
\$70,244	21101	.6250 FTE and .4375 FTE Bilingual Assistant (salary and benefits)
\$3,000	52150	Conferences (CABE)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental programs, technology, and Professional Development for teachers on how to use resources effectively e.g. interactive technology and web-based supplemental resources, Accelerated Reader/Reflex Math. Professional development in Google Classroom and extensions that support student learning in and out of the classroom. With COVID-19, we distributed more than 900 Chromebooks to students for at home use. We will need to look to repair or replace some of the technology.

Professional Development, e.g. Google Classroom and extensions, interactive projectors

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	58450	License Agreement: Accelerated Reader, Reflex Math
\$20,000	43110	Instructional Materials (Chromebooks, tablets)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$13,293	43110	Instructional Materials

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

Create an efficient system for Interventions that are fluid for students to move between Tiers. Provide materials that support each level the students are at whether it is Math or Reading. An intervention teacher will work with targeted students at Tier II to accelerate them to “On-level” work. Coaches will coach teachers and staff in Tier I supports.

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$40,000	43110	Supplemental Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$107,360	12151	Intervention Teacher
\$7,512	11500	Teacher Additional Comp (Extended Day and Year Programs)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will implement a literacy program that incorporates complex text in order to prepare students for college and career ready standards. The library will support this by purchasing books that students find high interest yet are high level.

Proposed Expenditures for this Strategy/Activity 6

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	43110	Instructional Materials
\$5,000	42000	Books
\$800	57150	Duplicating
\$8,516	56590	Maintenance Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$53,136	24101	.625 FTE Library Media Assistant

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will provide an equity-based program within their classrooms which aligns the California Content Standards Rigor to their lessons. Teachers will participate in CCSR professional development and equitable practices. Our ELA and Math Coaches will assist in the onsite PD. Teachers will also work in vertical teams to create coherent learning experiences across the school.

Proposed Expenditures for this Strategy/Activity 7

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	11700	Substitutes for onsite PD

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Preschool and Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.
- *Build pre-tech skills with tablets

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 8

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Middle School Grades 6-8

Strategy/Activity

Project Lead the Way will expose students to STEM Careers and skills. Opportunities for students and teachers to integrate science into the content.

Proposed Expenditures for this Strategy/Activity 9

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

- 1.1 The teachers met in PLCs to create prompts for genres, score papers, calibrate, and create next steps based on results.
- 1.2 Additional teachers were added to the AVID cohort. They attended training in November and the Summer Institute. Grade levels that have participated in the training included K, 4, 5, 6, 7, and 8. Focus was on organizational binders, college and career, growth mindset, and notetaking, and reading strategies. Instructional Coach assisted with implementing strategies.
- 1.3 Professional Development in GLAD training, strategies for English Learners, were attended by 2nd grade teachers and the Instructional Coach. Very few were able to attend the ELD Institute. The Program Specialist provided training explaining the diff. between Designated/Integrated Strategies.
- 1.4 Instructional Coach worked 1:1 with teachers to implement GLAD strategies (joint construction, observation charts, inquiry charts, process grids). With Intermediate teachers. 2 Bilingual Aides were hired who met with Level 1 and 2 language proficiency students.
- 1.5 Purchasing of technology to enhance the learning experiences and engage students more in depth. Purchased interactive projectors, supplemental math (Reflex and Eureka).
- 1.6 Summer school was provided.

Effectiveness

- 1.1 The overall feedback was that there was an improvement in student writing. Based on rubrics more students scored in the 3 and 4 range. Based on 2017-18 SBAC for grades 3-8. 17% of students were above standard and 40% were near standard. That was the largest claim other than research and inquiry.
- 1.2 The teachers were using the organizational tools and teaching the notetaking. All classrooms in K-8 are on board.
- 1.3 Based on Instructional Walks, PD in ELD integrated and designated strategies are still needed. Limited postings of the ELD objectives. Academic language and sentence starters are needed. Coaching was effective based on GLAD strategies implemented as witnessed during classroom visits. Bilingual aide support was effective based on growth of our Level 1 and 2 students in English Proficiency. However, the reclassification rate dropped to 15%.
- 1.4 The AR and Math technology measuring fluency and comprehension did not show a huge impact on student achievement. Students meeting ELA standard for Spring of 2019 on SBAC was 34% remaining the same. Students meeting standard on math school-wide was 20% on Spring 2019 SBAC dropping 4%.

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

Material Changes

- 1.1 Teachers have a more calibrated and systematic writing expectations. It was vertical teamed as well. We had to use staff meetings to work on this strategy.
- 1.2 A heightened awareness for College and Career Readiness. All teachers created a college wall. Additional field trips to colleges by 6th grade, 7th grade, and 8th grade.
- 1.3 We increased incentives and celebrations for students meeting goals. Additional reading genres were purchased. Asked for recommendation of books for the library.
- 1.4 Standards aligned materials to meet the rigor of the standards are needed.
- 1.5 Interactive projectors were not installed therefore delaying PD in how to use.

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.

Future Changes

- 1.1 We are continuing the strategy for this year. Vertical Teams will score writing.
- 1.2 Use of AVID rubrics will help everyone stay on track. Continuing of training additional teachers is needed. Need to be consistent in meeting with AVID Leadership Site Team. Add the AVID elective. Clarify and develop a system for Tier I, II, III interventions. Differentiated Instruction Professional Development is also needed. We also plan to add AVID Coordinators for the 2019-20 school year.
- 1.3 Provide PD from the Language Development office for the Integrated and Designated ELD strategies. Lesson Studies. Matching ELD standards to Language Proficiency. Student Interventions specifically for English Learners.
- 1.4 Provide PD and workshops in use of the interactive technology. Purchase additional projectors. Only purchased 9 last year.
- 1.5 Set time on calendar for lesson studies and design.

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

King School will maintain or reduce suspension rate from 3% to 2% by June 2021. The largest subgroup being suspended was our Hispanic subgroup with 34 for last school year. This will be measured in synergy.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

King School's Chronic Absenteeism rate for the 2019 school year was 12.85%. Due to Covid-19, our CA rate was at 12.8% on March 13th by June 2021, we will decrease the rate by 3% to 10%.

By June 2021, our chronic absenteeism rate will be decreased by at least 3% from 12.8% to 9.8% as measured by monthly and annual attendance reports.

Identified Need

Suspension – An increase in student population by 100 students has shown to add to the case load of referrals of student with trauma or at risk for academic need.

Data points:

Dashboard Data: Chronic Absenteeism/yellow, Suspension rate/orange,

Suspension days increased to from 40 at the end of 2018 to 77 at the end of 2019. With the close of schools in March of 2020, there should be a decrease in Suspension days. Current report shows 33 days of suspension and 20 students that were suspended out of 1,060 students.

Suspensions data 2016=2% 2017=1% 2018=2% 2019=3%

Referrals-(Based on Synergy) Teachers input referrals into Synergy which increases the number of referrals.

2016-17=347 ref.

2017-18=210 ref.

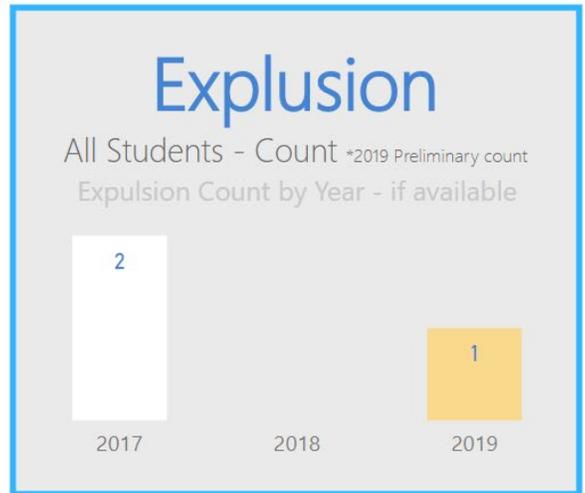
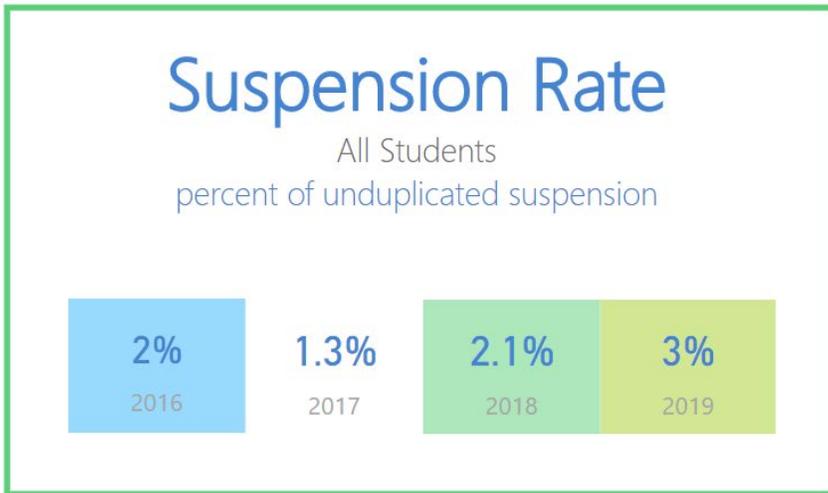
2018-19=291 ref.

2019-20=323 ref.

A need for professional development in restorative justice strategies, proactive classroom management strategies may assist in decreasing the number of referrals students receive for discipline.

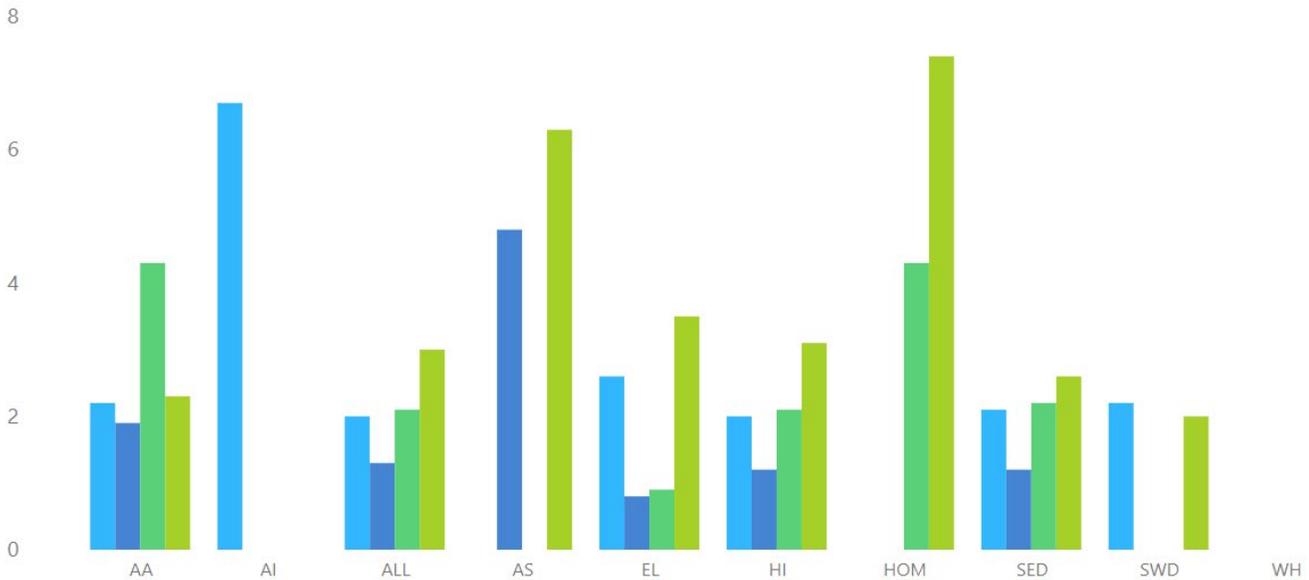
Attendance/Chronic Truancy –

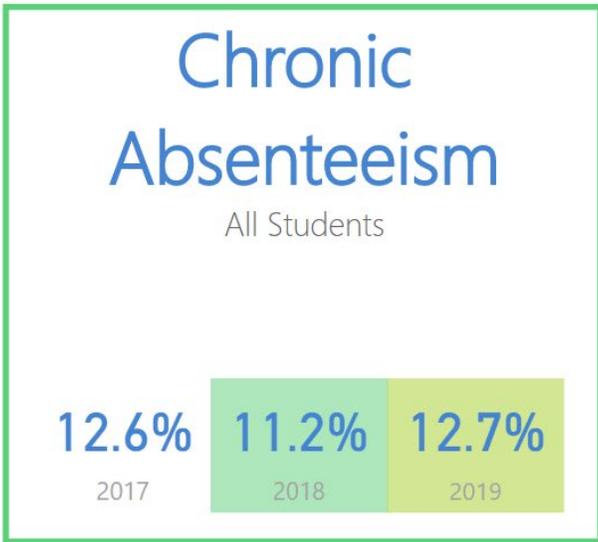
Our Chronic Truancy remained at around 12.85% according to March 19th attendance reports. An increase in student movement may have contributed. There continues to be a need to support our CT students.



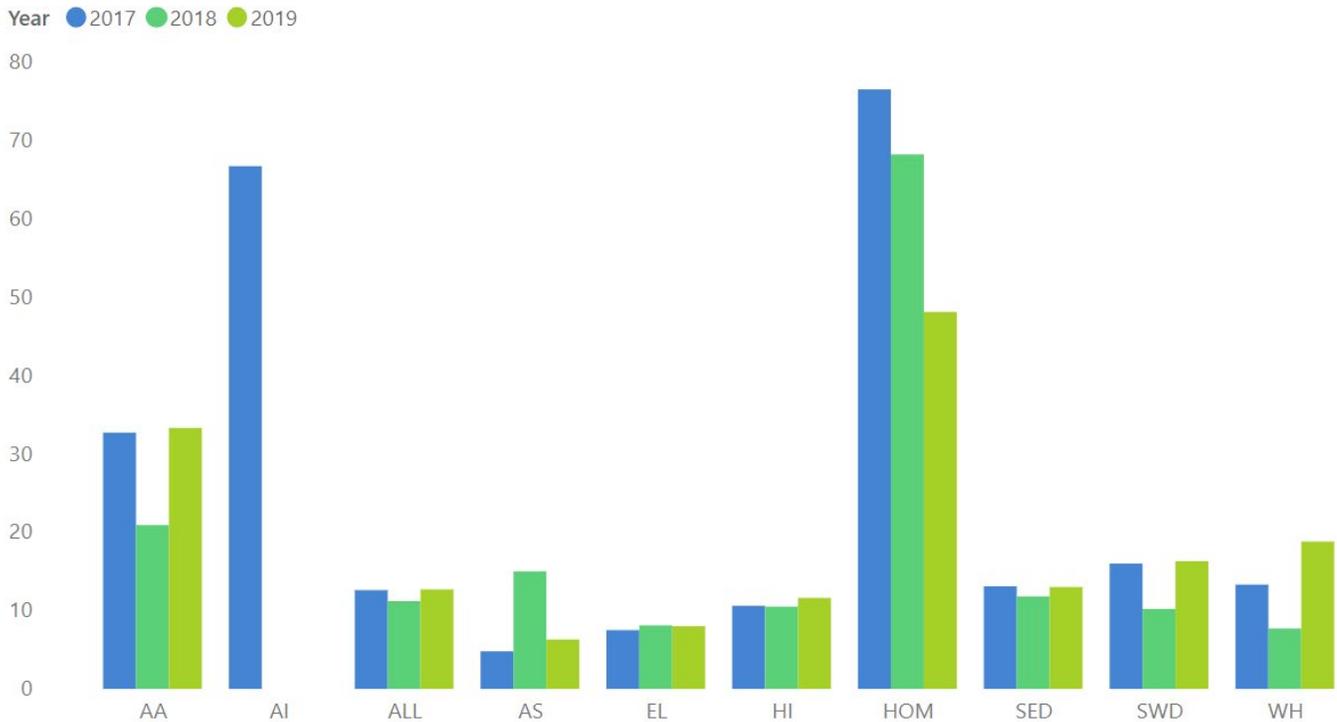
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	3%	2%
Chronic Absenteeism (All Students)	12%	10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Committee of staff members coordinate school wide community building activities
- Provide PD on positive interventions
- Incentive programs for behaviors
- Create systems for student safety and movement to meet COVID 19 Guidelines.

*Incentives, prizes, entertainment are not allowable using Title I and site LCFF funds.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$7,000	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	11500	Teacher Additional Comp for committee

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and targeted Chronic Absent and Tardy students.

Strategy/Activity

Assign mentors to chronically absent students, check in system, parent meetings, and SAP referrals, classroom and individual “Perfect Attendance” program. Purchase charts, stickers, certificates, mentoring games and materials. Increase parent contact through home visits and parent conferences.

*Incentives, prizes, entertainment are not allowable using Title I and site LCFF funds.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,000	43200	Non-Instructional Materials to support Attendance Program

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

Implement structured student engagement activities during non-instructional time including after school to reduce discipline and to build student engagement.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$20,000	58320	Consultant – Non-Instructional (YMCA physical fitness activities coach)
\$6,000	11500	Teacher Additional Comp (CHESS Team mentor, Sports and enrichment clubs)
		STEM activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school counselors will train staff on Restorative Justice Practices.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	12500	Additional Comp for counselors to train after school.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

1.1 A committee is formed. Incentives/Celebrations continued and included: Student of the Month, Leader of the Day, Attendance Raffles Monthly, Cafeteria point system. Teacher Recognitions. TEACH Fridays were implemented monthly where students who had positive behavior and homework completion were able to choose enrichment activities to participate in. School counselors, Assistant Principals, and support staff assisted.

1.2 The Student Assistance Program was revised and matriculated across the school so that all community members are a part of creating and safety net strategies for all students throughout the tiers in RTI. The CARE Team met monthly to review student advocate list. The Program Specialist, attendance clerk, and cabinet pulled lists for perfect attendance. Teachers highlighted monthly their class rosters for those with perfect attendance and classrooms were recognized daily with a star if all students were present. Class incentives and raffle drawings took place. There was a perfect attendance for the year assembly. Meetings were held for K/1 chronic absentee students. Home visits by the community liaison to chronic absentees.

1.3 YMCA provided noon time sports. Game rooms during recess for students to provide an alternative. Music program was offered after school. Chess Club monthly tournaments were decreased due to personnel issues. Our annual drama productions continued to draw student and parent engagement.

1.4 Two counselors and two Assistant Principals were added to the school. All were district funded.

Effectiveness

1.1 Attendance average for the year was 95%. The point system for the cafeteria was not implemented consistently. 5-7 students were recognized daily as Champions during morning announcements. Teach appeared to be effective because of the low numbers in the counseling/social skills groups which averaged 30/560 students needing to go to a social skills group.

1.2 225 students were assigned an advocate to support and assist with finding resources at the Tier I, II, III level. Interventions of counseling were provided (70 students who received counseling or support group). Interventions of Literacy and Math were provided during or after school.

1.3 Suspension data remained low at 2% with a decrease. Based on the school climate data.

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

Material Changes

Budget for certificates and materials for attendance tracking and behavior tracking.

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.

Future Changes

Budget for after school sports clubs and arts clubs per parent surveys.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

King School will engage in Meaningful Partnerships with all stakeholders (parents, staff, students, and community members) in order to assist students in reaching academic and career goals.

Identified Need

Meaningful Partnerships:

Parent volunteers are low in numbers in classrooms. Parent conferences each trimester are needed. A morning and afternoon community assistant is needed to help bridge families with school and outside resources for basic needs. Parents need assistance in acquiring knowledge of how to help prepare their students for college. Based on the PSAT, few students were ready for college prep courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of Parent conferences	60% of students had an actual parent conference.	95%
Parent Events	450/1060 of Parents attending events Back to School Night #189 SST referrals #300 families Education events # 50 Performing Arts #20 Parent volunteers For committees Fundraisers	Increase by 10%. Decrease by 10%. Increase by 10%. Increase by 10%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide and promote parent activities to encourage participation at school (workshops, trainings, SSC/ELAC/PTO committees, community outreach and classroom support), parent conferences through providing a liaison at the community center (Medical Center, Police dept., etc.) to act as a bridge, seek out outside resources to help families.

Teachers will increase the number of parent conferences to 1 per trimester. Home visits are options for those families that are disconnected.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$32,891	29101	2 @ .4375 FTE Community Assistant (salary and benefits)
\$10,000	11500	Teacher Additional Comp (Parent Conferences and Home Visits)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	52150	Conferences (CABE)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Parent and Student Groups

Strategy/Activity

Increase parent and student engagement through college and career readiness activities, such as college field trips, Avid information & AVID nights, career day to expose students to other possibilities/goals, family nights in literacy and math.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	57250	Field Trips – District Transportation (Student)
\$5,000	58920	Pupil Fees
\$5,000	11500	Teacher Additional Comp for evening events
\$3,000	43400	Parent Meetings
\$2,250	43200	Non-Instructional Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	29500	Additional Comp for classified

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

The Parent Center will increase parent education activities through classes such as the Latino Literacy and/or Parent Institute for Quality Education (PIQUE) in order to provide quality parent classes that will assist parents in preparing their children for school success.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$10,000	58320	Consultant – Non-Instructional – PIQUE (Parent Institute for Quality Education)

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

1.1 Strategies that were implemented included: Parent center staffed with 1-3.5-hour community assistant. The School Counselor provided PD and meeting topics for parent coffee hour. We worked with the Hispanic Heritage Center for Art and Study of Latino Culture. An onsite Health Clinic provided services to the community. Valley Community Counseling provided a counselor 2 days a week. Parent Activities included: *School Carnival *Open House *Student of the Month Assemblies *Doughnuts for Dad. Committees established with parent participation included: *Parent Teacher Org. *English Learner Advisory Committee *School Site Council

1.2 There was a family literacy/math night, Career Day for Middle School, College field trips included Delta, UOP, San Jose State University. We did not do an AVID night for parents. Each student in middle school researched colleges and presented.

Effectiveness

1.1 Parent Coffee hour classes averaged 20-30 parents weekly in attendance. Each teacher completed 18 hours of parent conferences. At each community event there were over 200 parents each time. The community events were positive and brought together parents, students, and staff. 9 parents volunteered in classrooms. Parents were part of the goal setting during conferences which led to increased achievement.

1.2 The literacy/math night was largely attended with over 200 people. There were 5 speakers for Career Day. Students were engaged. Students dress in college wear on Wednesdays.

1.3 A need for afternoon classes in the parent center arose to increase additional parent involvement.

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

Material Changes

None

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.

Future Changes

- 1.1 Add another community assistant to the afternoon to support parent meetings and classes.

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	\$268,608
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	\$577,408

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	\$268,608

Subtotal of additional federal funds included for this school: \$268,608

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	\$308,800

Subtotal of state or local funds included for this school: \$308,8900

Total of federal, state, and/or local funds for this school: \$577,408

Budget Spreadsheet Overview – Title I

KING

**Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 263,358
TOTAL BUDGET DISTRIBUTED BELOW	\$ 263,358
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 5,250
TOTAL BUDGET DISTRIBUTED BELOW	\$ 5,250
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 5,000	\$ 3,000		\$ 15,000	\$ 23,000	
11700	Teacher Substitute						\$ -	
12151	Counselor				\$ 1,000		\$ 1,000	
13201	Assistant Principal						\$ -	
19101	Program Specialist						\$ -	
19101	Instructional Coach						\$ -	
19500	Instr. Coach-Add Comp						\$ -	
	OTHER Certificated						\$ -	
21101	Instructional Assistant						\$ -	
21101	CAI Assistant						\$ -	
21101	Bilingual Assistant						\$ -	
24101	Library Media Clerk						\$ -	
29101	Community Assistant	2-.43750				\$ 32,891	\$ 32,891	
	OTHER Classified						\$ -	
30000	Statutory Benefits						\$ -	
	Sub Total - Personnel/Benefits		\$ 5,000	\$ 3,000	\$ 1,000	\$ 47,891	\$ 56,891	
Books & Supplies								
42000	Books		\$ 5,000				\$ 5,000	
43110	Instructional Materials		\$ 113,451				\$ 113,451	
43200	Non-Instructional Materials				\$ 7,000	\$ 2,250	\$ 9,250	
43400	Parent Meeting					\$ 3,000	\$ 3,000	
44000	Equipment		\$ 1,500				\$ 1,500	
43150	Software						\$ -	
	OTHER						\$ -	
	OTHER						\$ -	
	Sub Total-Supplies		\$ 119,951	\$ -	\$ 7,000	\$ -	\$ 5,250	
Services								
57150	Duplicating		\$ 1,000				\$ 1,000	
57250	Field Trip-District Trans					\$ 5,000	\$ 5,000	
57160	Nurses						\$ -	
56590	Maintenance Agreement		\$ 8,516				\$ 8,516	
56530	Equipment Repair						\$ -	
52150	Conference		\$ 15,000				\$ 15,000	
58450	License Agreement		\$ 20,000	\$ 10,000			\$ 30,000	
58720	Field Trip-Non-District Trans		\$ 10,000				\$ 10,000	
58920	Pupil Fees		\$ 5,000			\$ 5,000	\$ 10,000	
58100	Consultants-instructional						\$ -	
58320	Consultants-Noninstructional						\$ -	
	OTHER						\$ -	
	OTHER						\$ -	
	Sub Total-Services		\$ 59,516	\$ 10,000	\$ -	\$ 10,000	\$ 79,516	
	GRAND TOTAL		\$ 184,467	\$ 13,000	\$ 8,000	\$ 57,891	\$ 5,250	

Budget Spreadsheet Overview – LCFF

KING

**Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 308,800
TOTAL BUDGET DISTRIBUTED BELOW	\$ 308,800
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 7,512	\$ 3,255	\$ 9,000	\$ -	\$ 19,767
11700	Teacher Substitute		\$ 5,000				\$ 5,000
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated	1.0000	\$ 107,360				\$ 107,360
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	1.5000		\$ 70,244			\$ 70,244
24101	Library Media Clerk	0.6250	\$ 53,136				\$ 53,136
29101	Community Assistant						\$ -
	OTHER Classified					\$ 3,000	\$ 3,000
30000	Statutory Benefits						\$ -
	Sub Total - Personnel/Benefits		\$ 173,008	\$ 73,499	\$ 9,000	\$ 3,000	\$ 258,507
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 13,293				\$ 13,293
43200	Non-Instructional Materials				\$ 1,000		\$ 1,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
	Sub Total-Supplies		\$ 13,293	\$ -	\$ 1,000	\$ -	\$ 14,293
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference			\$ 3,000		\$ 3,000	\$ 6,000
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 20,000	\$ 10,000	\$ 30,000
	OTHER						\$ -
	OTHER						\$ -
	Sub Total-Services		\$ -	\$ 3,000	\$ 20,000	\$ 13,000	\$ 36,000
	GRAND TOTAL		\$ 186,301	\$ 76,499	\$ 30,000	\$ 16,000	\$ 308,800