

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

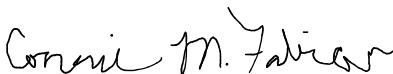
Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date



School Plan for Student Achievement (SPSA)

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
King Elementary	39686766042568	05/22/2023	

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

The purpose of this plan is to increase student achievement for all students. King School recently was designated as ATSI for the following subgroups: African American, Students with Disabilities, and Socio-Economically Disadvantaged. Interventions and resources will target those subgroups. We have a very high SED subgroup.

Description

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.

Engaging Educational Partners

Refer to Comprehensive Needs Assessment

Resource Inequities

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

King School did not receive a coach this school year. Coaches are centralized.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys-

We used the Healthy Kids surveys for 6th and 7th graders administered in November 2022. The results were reviewed with Leadership and school staff in order to plan for creating and maintaining healthy and safe learning environment. ELAC parent surveys were sent out during the month of March.

Classroom Observations

AVID coordinator and administration shared observations from walkthroughs with Leadership, SSC, and ELAC.

Analysis of Current Instructional Program

King administration presented data to the School Site Council, ELAC, school staff, and Leadership team. From there a needs analysis is completed. The ELAC shares their observations and suggestions to the School Site Council. All recommendations are brought to the school Leadership Team. Leadership Team root cause analysis is brought to SSC and ELAC.

ELAC met on December 7th, 2022 to analyze data, school SPSA goals as it relates to English Learners, and strategies. The ELAC provided the following feedback at the February 8, 2023 ELAC meeting:

- Keep all strategies that are in the SPSA from the 22-23 school year
- Add Noon-Time Sports for lunch engagement activities
- Add more Arts into the program
- Add more Family nights for Reading and Math

SSC met on to review the SPSA goals, strategies, and most recent data reports monthly. On March 2nd and April 27th SSC assessed and brainstormed strategies to address our founded needs from the root cause analysis completed with Leadership Team for Goals 1-Student Achievement, Goal 2-School Climate, and Goal 3-Meaningful Partnerships. The SSC provided the following feedback and suggestions:

Goal 1-To increase Math and Reading Achievement

- Professional Development for strategic Math training with consultants and/or coaches e.g. Solution Tree
- Professional Development for Strategic RTI training with consultants and/or coaches
- Create and implement timelines for implementation
- Use training to trainers model for staff to share best practices at staff meetings and provide trainings throughout the year

Goal 2-Creating and Maintaining a Safe and Healthy Learning Environment

- Agreement with ELAC to bring back Noon Time Sports
- More student activities throughout the year in the arts, science, sports, chess
- Expand and develop student leaders and peer tutors

Goal 3-Meaningful Partnerships

- Recruit and train parent volunteers, room parents, create a system
- Increase parent activities to one per semester in addition to the Student of the Month Assemblies, e.g. lunch on the lawn
- Continue PIQE parent classes, requests for SEL and Literacy classes

The school Leadership Team met on March 9, 2023 and May 9th, 2023 to review the SPSA goals, data points, to identify the root cause analysis. Leadership Team was guided through a carousel brainstorming using the 5 whys process with identified Priority Needs Statements for Goals 1,2, and 3. On May 9th we brainstormed strategies for those areas. The following was their feedback and suggestions:

- Accelerated Reader training in how to read reports to help group their students
- Grade level nights to help parents help their child at home and to go over expectations
- Purchase Frax for math fraction support
- Math coaching and training

Standards, Assessment, and Accountability

Data used to identify need came from the following assessments: ELPAC, CAASPP, i-Ready, AR Star, SIPPs/Diagnostics, Chronic Absenteeism Rates, Suspension Data, classroom walks, parent participation sign in sheets for Back to School Night orientations, parent classes, parent coffee hours, and Student of the Month sign ins.

Staffing and Professional Development

Staffing and Professional Development Summary

- 36 out of 39 King School teachers are fully credentialed. Three teachers were Interns this school year including our RSP. One teacher was probationary.
- 30 out of 41 King School teachers are AVID trained and have attended an AVID Summer Institute or weekend pathway.
- Staff Development for 2023-24 will focus on AVID, Math, RTI, and building Inclusion.
- Teachers who are not fully credentialed will have access to a mentor and Induction workshop
- Teachers have access to administrators and grade level leaders to assist with technology or curriculum questions.
- Teachers will assist in providing workshops and trainings in their area of their expertise.
- King School teachers work in their PLCs on the first and third Tuesday of the month in analyzing data, common formative assessments, and sharing best practices.
- King teachers collaborate in vertical teams at least twice a year during school site staff development.
- King School teachers and administrators have participated in AVID Summer Institute for the past 6 consecutive years.

Staffing and Professional Development Strengths

Staffing and professional development strengths include:

- Counselors provided training in Social Emotional Learning
- AVID pathways was provided throughout the school year for teachers to attend within our district
- Collaboration strategies were modeled in the beginning of the year as that was an area of focus for our AVID goals.
- PLC framework

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Math proficiency was at an all time low at the beginning of the year with only 6% on level based on i-Ready diagnostics. Professional development within the content of Common Core Math was limited to 1 training this year. We need additional PD from experts. **Root Cause/Why:** There were mandated trainings that took staff meeting time to do the professional development. After school time is limited.

Teaching and Learning

Teaching and Learning Summary

- All King School teachers adhere to the 360 minute daily instructional schedule.
- 36 out of 39 teachers are fully credentialed.
- All King School Emergent Bilingual students receive Designated ELD instruction daily (K-6 for 30 minutes, 7/8 for 50 minutes).
- All King School teachers use district adopted curriculum (Benchmark, Pearson Learning, and Ready Math) and follow the district's pacing.
- All King School teachers use the i-Ready pathways to accelerate learning.
- 2 bilingual assistants (both full-time) work with English proficiency level 1 and 2 students in frontloading content vocabulary, writing support, and review.
- All King School teachers use small group instruction and have time built into the daily schedule for intervention.
- Administrators and teachers identify students needing Tier 3 support and they are offered first choice to attend the Step-Up afterschool program.
- AVID strategies for reading, math, science, and social studies are implemented school-wide.
- King School has a Google Classroom for teachers and support staff which include meeting agendas, staff development slide shows, teacher handbook, and tools/strategies.
- Categorical services provided to underperforming students include small group instruction and after school tutoring from our Instructional assistants, Intervention teacher, and classroom teachers.
- Systematic instruction in phoneme awareness, phonics, and sight words(SIPPS)was implemented in Grades K-3 and in our specially designed classes for resource(RSP).

Teaching and Learning Strengths

- Teachers have a strong focus on early literacy skills by regularly assessing. It is expected that 2X a year they complete a running record benchmark on each student in grades K-6.
- Teacher have implemented project based learning throughout their units.
- AVID strategies are used throughout the day and integrated into their curriculum
- Use of technology to create reports and research are used regularly
- Teachers have implemented interventions within their classroom
- Designated and Integrated ELD practices
- This year there was an increase in targeted interventions with our Instructional Assistants and Intervention Teacher.
- EL after school program provided by 5 teachers.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 72% of our students are not at grade level in reading based on Winter i-Ready. **Root Cause/Why:** Professional Development and coaching is needed in the areas of vocabulary and reading comprehension.

Needs Statement 2 (Prioritized): 84% of our students are not at grade level in Math based on Winter i-Ready **Root Cause/Why:** Students have foundation math skill gaps caused by distance learning. Teachers also state that the CORE curriculum does not have enough material to master math concepts and skills through practice. Geometry units are taught at the end of the year. Coaching and Professional Development is needed in Math.

Parental Engagement

Parental Engagement Summary

- During the 22-23 school year, a focus on bringing our parents and families back on campus for activities and events was initiated.
- King School was parent coffee hours started in September with 2 per month. Hosted by our community assistant, school counselors, administration, and outside agencies. There was an increase in parent coffee hour attendance due to it being back in person.
- King school has 1-3.5 hour community assistant to help with outreach to our families.
- We dedicate a portable for our parent center where parent education classes or resources are provided for our families. They also support community events.
- After-school tutoring is provided by the district ELOP program and supplemented with the school budget.
- Our School Site Council, ELAC, Leadership Team and Parent Teacher Organization groups are surveyed for ways to engage parents and the school community. Parents have asked to know more about the testing their students go through, how to help their children with reading and writing. Parents have requested to observe their child's presentations.
- Second Harvest provides a mobile food bank monthly. It is held the 3rd Wednesday of the month.
- Community agencies that have worked with our school are; Women's Center, Family Resource and Referral, County office of Ag, Community Medical Centers.
- We had a health center on campus to serve our students, families, and community until January 2023 of this school year. Community Medical Centers are the providers.
- King School has a Headstart Preschool on campus with 3 classrooms.

Parental Engagement Strengths

- Parents have participated in parent conferences and Student Study Team meetings throughout the year.
- Our English Learner Advisory Committee and School Site Council Members are fully engaged in the School Plan for Achievement Process.
- Parents have learned to utilize the classroom communication tools used by the teacher, e.g. Class Dojo and Remind.
- Parent Institute for Quality Education(PIQE) provided a 9 week series of workshops that were well attended by our parents.
- Parents returned to in person coffee hours on a regular basis.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): We need more Parental Engagement. We had three community events (BTS night, movie night, and Halloween Parade) **Root Cause/Why:** School Leadership needed to map out and recruit staff members for school-wide parent nights.

School Culture and Climate

School Culture and Climate Summary

- King school prioritizes student safety and inclusion. Students are greeted every morning by staff members at every entrance. Similarly they are at the same entrance/exit at dismissal.
- King School has 2-CSAs, 7 noon duty, 2-counselors, 1-mental health clinician, 2-Assistant Principals, and 1-Principal to support students and programs.
- King school's mission is to prepare our students to be college and career ready. We are AVID school-wide. Teacher classrooms and the school display college boards. Counselors support the mission by providing lesson on Xello and explaining the A-G requirements to enter college. Additionally, King School received a CTE grant. We were partnered with Merlo High School's engineering department. We have established electives such as Robotics and STEM. Science and Math integration professional development is part of the grant. Field trips to colleges or specific career pathways are encouraged for Grades 6-8.
- Special Dress days include: Tuesdays-Plus, Wednesdays-College and Military branches, Friday-School Spirit Wear
- We promote our students to be leaders through the 7 Habits of Healthy Kids. Recognizing student leaders daily through announcements.
- Our PBIS has a variety of positive reinforcement programs. The newest being tickets for raffle prizes for "caught being good", positive attendance is reinforced with assemblies and raffles.
- King school has 2.5 full-time counselors that promote positive school culture through "lunch bunch", organized activities on the playground, classroom lessons, and small groups.
- King school recognized that students need consistency and do well with familiar settings. Therefore, we have housed our students by families in vertical grade level academies. This helps students and teachers in establishing connections and relationships. It also creates continuity in their educational program.
- Counselors and the ELOP program coordinator work together in hosting a "Club Live" once a year.
- Our AVID/PLUS students are involved in peer tutoring during the school year with Primary students.

School Culture and Climate Strengths

- Student recognition for student achievement and progress in independent reading and math fact fluency each trimester.
- Student of the Month assemblies to recognize students for math, reading, and science achievement, leadership habits, and AVID organization skills.
- High visibility of staff for students to reach out too.
- Our college culture is school-wide and evident around campus.
- School counselors are accessible.
- Proactive CWA personnel who provide home visits and incentives to students who are chronically absent.
- Our SAP/CARE team has met regularly and held SSTs.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Needs Statement: Current Reality Chronic absenteeism is at 30% (end of Feb.) *In November 2022, Chronic absenteeism was at 14.85% **Root Cause/Why:** Parents kept students home with minor illness. For some students their social-emotional well being is still being affected.

Needs Statement 2 (Prioritized): Suspension day count is at 45.5 days (Feb. 2023) Goal: King School will maintain or reduce suspension rate from 1.7% to 1% by June 2023. *Majority of suspensions occur at 10:00 a.m. on grassfield/playground. *Fifth, seventh, and eight grade have most suspensions **Root Cause/Why:** Lack of structured and supervised activities. We need our Noon Time Sports Lead back.

Needs Statement 3 (Prioritized): 43% of 6-8th grade students report in survey that they have not been encourage to participate in extracurricular activities. **Root Cause/Why:** There has not been staff available to coordinate and implement. Teachers are tired or tutoring.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA Smart Goal: By June 2024, King School will increase all students "on track" to meeting grade level standards by 10% to 51% on i-Ready assessments currently at 41% on Diagnostic 3. By June 2024, King School will increase early readers in grades K-2 "on track" to grade level standards by 10% to 74% (currently at 64% based on the Mid-Year benchmark running records). Subgroup ELA SMART Goals: By June 2024, King School will increase all English Learners "on track" to meeting ELA standards by at least 10% to 38% on i-Ready assessments currently 28% on Diagnostic 3. By June 2024, King School's reclassification rate will increase from 15.5% (2022-23) by 10% based on the CA. Dashboard to 25.5%. We currently have 67 students for the school year that were reclassified and 11 more are in the process for reclassification for a total of 78 students being reclassified for the 2022-23 school year. By June 2024, King School's English Learners making progress towards English towards English as based on ELPAC assessment and on the Ca. Dashboard will increase from 57% to 67%. By June 2024, King School will increase all Students Economically Disadvantaged students on level based on i-Ready diagnostics from 36% to 46%. By June 2024, King School will increase all African American students on level based on i-Ready diagnostics from 37% to 47%. By June 2024, King School will increase all Students With Disabilities on level based on i-Ready diagnostics from 10% to 20%. School Goal for Math: By June 2023, King School will increase all students "on level" by 10% increasing to 24% based on Winter i-Ready results, currently at 14%. Subgroup Math SMART Goals: By June 2024, King School will increase all English Learners "on track" to meeting Math standards by at least 10% to 35% on i-Ready assessments currently 25% on Diagnostic 3. By June 2024, King School will increase all Students Economically Disadvantaged students on level by 10% based on i-Ready diagnostics from 30% to 40%. By June 2024, King School will increase all African American students on level by 10% based on i-Ready diagnostics from 41% to 51%. By June 2024, King School will increase all Students With Disabilities on level by 10% based on i-Ready diagnostics from 12% to 22%.

Identified Need

Math proficiency was at an all time low at the beginning of the year with only 6% on level based on i-Ready diagnostics. Professional development within the content of Common Core Math was limited to 1 training this year. We need additional PD from experts.

72% of our students are not at grade level in reading based on Winter i-Ready.

84% of our students are not at grade level in Math based on Winter i-Ready

We need more Parental Engagement. We had three community events (BTS night, movie night, and Halloween Parade)

Needs Statement: Current Reality Chronic absenteeism is at 30% (end of Feb.) *In November 2022, Chronic absenteeism was at 14.85%

Suspension day count is at 45.5 days (Feb. 2023) Goal: King School will maintain or reduce suspension rate from 1.7% to 1% by June 2023. *Majority of suspensions occur at 10:00 a.m. on grassfield/playground. *Fifth, seventh, and eight grade have most suspensions

43% of 6-8th grade students report in survey that they have not been encourage to participate in extracurricular activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA i-Ready Assessments Diagnostic 3	41%	51%
CAASPP	Spring of 2022-ELA -23% and Math=15%	Growth of 5%
Math i-Ready Assessment Diagnostic 3	35%	45%
ELPAC	High/56.6% making progress	66.6%

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 1.1.1

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. * Alignment of writing genre's to Benchmark Advance and My Perspectives to school writing plan. LCFF Budget to cover: \$1,500 for ink of chart maker (object code 43110) Title 1 Budget

to cover: \$10,000 for Duplicating (object code 57150)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,500	23030 - LCFF (Site)
\$10,000	50643 - Title I

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 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

AVID school wide has helped our students develop organizational and Note-taking skills. This past year the focus was on collaboration and inquiry. Implementation will continue to assist the school preparing our students to be college and career ready. Teachers will integrate AVID into their daily lessons. Vertical alignment for school-wide strategies is needed. Ongoing teacher training in AVID WICOR and college & career readiness strategies through Summer Institutes and District Sponsored SI. To support implementation, the AVID Coordinator will work with teachers and the Leadership Team to attain our AVID annual goals. Highlights include: * School-wide organizational expectations WICOR matrix for grades 2-8 * School-wide college and career boards for all grades * School-wide use of Focused Notes and charts * AVID elective in Middle School in middle school * College and Career Field Trips to local colleges/universities (Sacramento State, UOP, Stanford, Stanislaus State, UC Davis, UC Merced, Sonoma State, Delta, Sac City, Modesto JC) * Materials for organization and planning, e.g. binders, pencil pouches, dividers, posters for the strategies * 1 AVID coordinator will assist in monitoring and modeling strategies and helping us to vertically align school-wide strategies Title I Expenditures include: Additional Compensation for AVID Coordinator \$5,000 for trainings, planning for training, vertical alignment, and collecting evidence for certification (object code 11500) 1 coordinator X 6-7 hours per month X 12 months X \$60 = (Allocating \$5,000) Instructional materials \$15,000(object code 43110) ****General supplies are unallowable using State & Federal funds.**** Field trips \$25,000(object code 58720) Conference or trainings \$15,000 (object code 52150) Metrics for Progress Monitoring: Classroom AVID monitoring tool during class visits Agendas for Trainings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$15,000	50643 - Title I
\$25,000	50643 - Title I
\$15,000	50643 - Title I

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 1.1.3

Students to be Served by this Strategy/Activity

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

English Learners

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, conferences(CABE) to research best practices, interventions, after-school tutoring, support staff specifically for ELs, e.g. bilingual paraprofessionals, supplemental instructional materials, and monitoring tools. LCFF Expenditures: Tutoring Additional Comp \$4,980 (Object Code 11500) Additional Comp for 2-Bilingual Assistants \$5,200 (Object Code 21500) Rosetta Stone License Agreement \$10,000 Title 1(Object Code 58450) Teacher Subs 50 Days X \$200 = \$10,000 (Object Code 11700) Supplemental Materials-\$8,000 (Object Code 43110) Metrics for Progress Monitoring: ELPAC ELD walkthrough tool during class visits i-Ready Diagnostics Schedules (Master and Bilingual Aides)

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)
\$5,200	50643 - Title I
\$10,000	50643 - Title I
\$10,000	50643 - Title I
\$8,000	23030 - LCFF (Site)
\$4,980	23030 - LCFF (Site)

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 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

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/Frax Math. Professional development in Google Classroom and extensions that support student learning in and out of the classroom. Updates to tech equipment needed may include; projectors, tablets, doc cameras Title I Expenditures include: Accelerated Reader \$14,000 (Object Code 58450) Reflex Math \$5,000 (Object Code 58450) Frax Math \$5,000(Object Code 58450) Chromebooks or Tablets or other supportive interactive media (Object Code 43110) \$10,000 Accelerated Reader Training: \$6,000 (Object Code 52150) ****General supplies are unallowable using State & Federal funds.*****

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)
\$14,000	50643 - Title I
\$5,000	50643 - Title I
\$10,000	50643 - Title I
\$5,000	50643 - Title I
\$6,000	50643 - Title I

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 1.1.5

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Create an efficient Multi-tiered System of Support(MTSS) that is fluid for students to move between Tiers so that they may gain proficiency in Math and Reading. 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. The intervention teacher will also support with reports of student progress. Instructional Assistants will assist teachers with targeted small groups Centralized Services are to provide King with a coach. We did not receive services for the 22-23 school year. If we have a coach assigned to us, they will support teachers and staff in Tier I supports. A focus on strategic RTI will include either webinars, workshops, or hiring a trainer/consultant for our teachers and administration so that we may implement a systematic system. We will also seek training and resource material on creating common formative

assessments so that we may assess students on the essential standards for their grade level. Teachers will work in their PLCs and receive opportunities for trainings to develop effective PLCs that work together collectively to ensure all students are learning at high levels. LCFF Expenditures include: 1-FTE Intervention teacher LCFF \$116,212 (Object Code 11101) Supplemental Materials LCFF \$15,000 (Object Code 43110) Title 1 Expenditures include: 2- .4375 hour Instructional Assists \$54,500 (Object Code 21101) RTI conference/workshops for teachers in their planning-\$5,000 (Object Code 52150) Consultant, e.g. Solution Tree trainer-\$15,000 Object Code (Object Code 58100) Supplemental materials to support RTI \$16,130(Object Code 43110 Title 1) Substitutes (Title I- \$5,000 Object code 11700) 25 Days X \$220 = \$5,520 ****General supplies are unallowable using State & Federal funds.****

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)
\$10,000	50643 - Title I
\$21,090	50643 - Title I
\$5,520	50643 - Title I
\$10,040	23030 - LCFF (Site)
\$15,000	50643 - Title I
\$54,500	50643 - Title I
\$116,212	23030 - LCFF (Site)

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 1.1.6

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Teachers will implement a literacy program that incorporates complex text in order to prepare students for college and career ready standards. This may include additional non-fiction texts. The library will support this by purchasing books that students find high interest yet are high level. Students visit the library weekly and circulation of books is monitored. Each student is allowed to check out books on a weekly basis. Our Library Media Assist monitors and organizes the library. Keeping circulation reports. Additional funds towards library books and classroom libraries should be budgeted. Supplemental reading materials are also included. The Library media assist assists with parent literacy events. Additional compensation for her time is needed. Budget expenditures include: Title I Expenditures: Title I Materials \$12,070 (Object Code 43110) ****General supplies are unallowable using State & Federal funds.**** Books \$10,000 (Object Code 42000) LCFF Expenditures Maintenance Agreements \$9,000 (Object Code 56590) .625 FTE Library Media Assist \$48,163 (Object Code 22601)to support library activities. Additional compensation for the Library Media Assist will allow the library to be opened longer for increased student access and to assist in literacy events. Additional Comp \$2,500 LCFF (Object Code) 22500 Instructional Materials \$17,802 Object Code 43110. ****General supplies are unallowable using State & Federal funds.****

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)
\$12,070	50643 - Title I
\$10,000	50643 - Title I
\$9,000	23030 - LCFF (Site)
\$48,163	23030 - LCFF (Site)
\$17,802	23030 - LCFF (Site)

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 1.1.7

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 specifically in Math and Literacy. Our ELA and Math Coach (1- FTE Instructional Coach - Centralized Service) will assist in implementation and lesson studies. Teachers will also work in vertical teams and in their PLCs to create coherent learning experiences across the school. Teachers will have the opportunity to attend conferences such as Unbound Ed, equity trainings, and will receive compensation for post collaboration time. The administrative staff will also work with teachers and coaches in ensuring that teachers use an equity lens in their classrooms. Math Professional Development is needed to assist our teachers in implementing a comprehensive Math program that will increase our students math proficiency in Common Core math. The administrative staff will work with staff in their PLCs to ensure lessons are high quality standards based lessons preparing students for college and career readiness. Teachers may need instructional materials to support. Title I Expenditures include: Teacher substitutes for release time for trainings and lesson design \$10,000 (Object Code 11700) 50 days X \$200 = \$10,000 Math training consultant/trainer/workshops \$15,000(Object Code 58100) Additionally comp to collaborate after conferences and trainings \$10,000(Object Code 11500) LCFF Expenditures include: Instructional Materials and professional books-\$10,000 Object Code 43110 LCFF ****General supplies are unallowable using State & Federal funds.**** Training and Conferences-e.g. Unbound ED or County Office PD \$10,000 (Object Code 52150)

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)
\$10,000	50643 - Title I
\$10,000	23030 - LCFF (Site)
\$10,000	23030 - LCFF (Site)
\$10,000	50643 - Title I
\$15,000	50643 - Title I

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 1.1.8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

TK and PK students will have the opportunity to attend transitional activities for a smooth start to the school year. Parents are given an orientation at the beginning and the end. The end of the year and Summer Bridge 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. 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

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)
In Place of the Add Fund Source	[Add source(s) here]

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 1.1.9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

King School is part of the Career Technical Academy. We received grant money in 2020 to assist us in exposing our students to engineering careers. We will continue to implement STEM throughout the school during and after school hours. Some of our teacher utilize the Project Lead the Way curriculum. The master schedule has time allotted for science and math integration using the NGSS(Next Generation Science Standards).

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)
In Place of the Add Fund Source	[Add source(s) here]

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 1.1.10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Math and Science go hand in hand. Teachers will participate in additional PD in Math and Science. Students will go on virtual field trips to support new learning content. Field trips also increase students knowledge for reading vocabulary and in non-fiction experiences. Additional materials and supplies will be budgeted for pre-readings. Field Trips: Fog Willow Farms - science based activities for K-3 Sacramento Zoo-Grade 1 Hillmar Cheese Factory - science based activities for 2 grade San Joaquin County Historical Museum - history/social studies for 3 grade Kennedy Gold Mine - history/social studies for 4th grade CSU Sacramento Exploratorium Discovery Museum SMUD's MOSAC- Museum of Science and Curiosity- Cellular Adventures - 6th grade Colleges (See Strategy 2 for list of possible colleges) Title I Expenditures include: Pupil fees for field trips under Title I-\$10,000 (Object code 58920) Transportation-\$13,167 (Object Code 58720) Instructional materials and supplies-\$4,673 (Object Code 43110)

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)
\$10,000	50643 - Title I
\$4,673	50643 - Title I
\$13,167	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

We made progress on our planned strategies for the 2022-23 school year. Strategy 1- Writing-Daily writing was implemented. Trimester On-Demand Prompts were not consistently brought to the PLCs to calibrate. Common rubrics for genres are from Benchmark. We purchased the chart maker to help us share model writing samples and rubrics in classrooms. An increase in writing proficiency is noted through classroom walkthroughs, AVID certification, and reclassification of our English Learners. Strategy 2- AVID training and school-wide implementation continued. Teachers attended mid-year training provided by the district in partnership with AVID. The AVID Coordinator worked with teachers and administration in implementing site goals for the school year. AVID strategies were presented at staff meetings, but more is needed. Students in middle school anticipated in going to Sac State, but due to limited transportation and continued COVID restrictions, we were unable to attend. PLUS/AVID elective class did attend UOP's campus and a Leadership Conference. Materials to support the WICOR strategies were purchased. We are sending a team to the AVID Summer Institute. We are seeing consistency across grade levels in WICOR strategies. Our focus this year was on Inquiry and Collaboration. We continue to see the use of organizational tools, TK-8 grade. Student incentives reinforce students using their organizational binders, folders, planners. All classrooms display college and career walls. Students research and present information on colleges. School-wide use of focused notes and charts are evident. We did not implement AVID Excel and focused on school-wide implementation and the AVID elective. Counselors support classrooms with Xello and college talk. Strategy 3- Professional development in supporting our ELs was limited at staff meetings due to time constraints with district mandated trainings. We were able to increase the hours of our Bilingual Aides by district funding. We were able to implement EL after school tutoring. Rosetta Stone was utilized with our new comers. We have not been able to provide subs for additional training or action walks due to sub shortage and many staff out throughout the year. Strategy 4- Supplemental tech programs and technology. We purchased subscriptions for Accelerated Reader, Reflex Math, and Rosetta Stone. Teachers state that students are benefitting with the ability to monitor their own progress. Progress is reinforced school-wide. Strategy 5- Teachers planned in their PLCs on how to respond to interventions. We did not have coaches this year to mentor and work with classrooms in providing interventions. Coaches are centralized and we were not provided one. We have not hired Solution Tree to provide professional development in MTSS. Our Student Assistance Team worked together to provide academic and behavioral supports for students and teachers. We were able to hire 2- Instructional assists to help teachers during small group instruction. The Instructional Assistants worked with students in early literacy skills and foundational math skills. We brought back the Intervention Teacher position to work with targeted groups in ELA and Math. Students are making progress evident on i-Ready. Strategy 6- A focus of providing more complex text in order to prepare students for college and career ready standards are in place. The library purchased additional books for circulation. Our Library Media Assist had regular library

hours and schedule for students. Some teachers copy phonics reader blacklines from program to go home for take home reading. Duplicating was budgeted. Classroom literature and non-fiction books were purchased. Students use the library for research and independent reading practice. Strategy 7- This strategy is ongoing. The Professional development, conferences and release for lesson study for equity and rigor has not happened. We have struggled with attendance and finding substitutes for daily instruction. Time constraints prevented us from holding PD during staff meetings. We were able to do one vertical team session with our teachers in the area of math this year to complete a data cycle. Teachers shared how they were going to teach and assess. Teachers did not attend Unbound conference. Strategy 8-Relates to preschool matriculation to the campus. Summer Bridge was implemented and will continue. Students that attend had a smoother start to the transition. Strategy 9- We have increased some of the CTE and STEM pathways with electives for middle School. Our goal is to provide opportunities 4-6 for next school year. Strategy 10-Increase in Math and Science PD will continue. We had one PD in our Science curriculum. Field trips were implemented this year after 3 years in hiatus. Scheduling transportation at this time is still very difficult.

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

Budgeted parts of the SPSA that we were unable to purchase or implement include: *Training from Solution Tree experts would support teachers in their planning (\$10,000 Title 1 Object Code 52150) *Title I Teacher substitutes for release time for trainings and lesson design \$10,000 Object Code 11700 50 days X \$200 = \$10,000 *Conferences-Unbound ED \$10,000 Object Code 52150 Chromebooks/Tablets were not ordered. District replenished Chromebooks- Object Code 43110=\$10,000 RTI training for teachers in their planning (\$10,000 Title 1 Object Code 52150) Our Professional Development plans have been interrupted, but will continue to remain as a strategy for this upcoming year.

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.

Under Strategy 4- Provide a refresher training on how to use Accelerated Reader. Explore FRAX supplemental program to support Math curriculum. Under strategy 5- purchase a spiral review for Math to support Common Core Math.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: King School will maintain or reduce suspension rate from 4.7% based on Synergy Reports to less than 2% by June 2024. School Goal for Attendance/Chronic Truancy: By June of 2024, King School will reduce students that are chronically absent by at least 10% from 37.7% to 27.7%. By June 2024, King School will increase the average daily attendance by 5% from 90.67% to 95.67%.

Identified Need

Needs Statement: Current Reality Chronic absenteeism is at 30% (end of Feb.) *In November 2022, Chronic absenteeism was at 14.85%

Suspension day count is at 45.5 days (Feb. 2023) Goal: King School will maintain or reduce suspension rate from 1.7% to 1% by June 2023. *Majority of suspensions occur at 10:00 a.m. on grassfield/playground. *Fifth, seventh, and eight grade have most suspensions

43% of 6-8th grade students report in survey that they have not been encourage to participate in extracurricular activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy suspension reports	4.7% estimated for the 22-23 school year	less than 2%
Healthy Kids Survey	2% participate in extra curricular activities (chess)	Increase to 10%
Synergy Attendance reports	90.7%Daily Attendance for 2022-23 31.87%Chronic Absenteeism Mid-May 2023	Increase by 5% to 95% daily attendance Reduce 10% to 21.87%

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 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

King school will have a systematic PBIS (positive, behavioral intervention system). A Committee will meet monthly to evaluate the PBIS program and create trainings for staff working with kids. A priority is to build and maintain student and school community connections. The need to develop students as leaders was discussed in our needs assessment. We will look for curriculum and programs to assist us in this goal, whether it be, TRIBES, LEADER IN ME, or the SPRICK material. Additionally, weekly and monthly celebrations will be calendared. Activities that build a family connectedness within academies will also be implemented. A digital guidebook will be updated annually. Supplies and materials will be budgeted. School-based teacher induction will be calendared and teachers will be compensated for their time. School Leadership Team works in special teams including but not limited to the priorities of the school, e.g. PBIS team, Equity team, AVID team LCFF Expenditures include: Additional compensation for committee planning and Induction PD days LCFF-\$10,000 (object code 11500) Instructional Material/Books/Reference Materials for Book Study-\$6,765 (Object Code 42000) Title 1 Expenditure Training-\$5,000 (Object Code 52150)

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)
\$10,000	23030 - LCFF (Site)
\$6,785	23030 - LCFF (Site)
\$5,000	50643 - Title I

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 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To increase student engagement and positive attendance. King school needs to address the chronic absent students and tardy students. The CARE team will assign mentors to chronically absent students and students needing someone to connect with at school. An attendance program to monitor daily, weekly, monthly attendance and recognizes students with improvements will continue. We will increase parent contact through home visits and parent conferences. Expenditures include: Title I Home Visits additional comp. \$4,000 11500 object code 5 staff X 1 hours X 12 months X \$60 = \$3,600 (Allocating \$4,000)

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)
\$4,000	50643 - Title I

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 2.1.3

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. Hiring a noon time coach to run sports activities during lunch recess will reduce discipline and reinforce positive behaviors on the playground. Parents, students and staff have requested more ARTS and SPORTS opportunities. LCFF Expenditures include: Noon time sports \$15,000 Object Code 58100 Enrichment after school chess-Teacher additional comp Performing Arts and Art enrichment activities-Teacher additional compensation Additional Physical Education Opportunities-Teacher additional compensation \$8,960(Object code 11500)

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)
\$8,960	23030 - LCFF (Site)
\$15,000	23030 - LCFF (Site)

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 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

The school counselors will train staff on SEL, Restorative Justice Practices and mindful learning practices. Counselors will also provide in-service in Xello and A-G requirements. Counselors will train during staff meetings and/or after school. Instructional materials and supplies will be budgeted. LCFF Expenditure LCFF \$5,000 (Object Code 12500) 2 counselors \$2,500 each additional comp for after school training for a total of \$5,000 LCFF Instructional materials and supplies \$2,698(Object code 43110) ****General supplies are unallowable using State & Federal funds. ****

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)
\$5,000	23030 - LCFF (Site)
\$2,698	23030 - LCFF (Site)

Annual Review

Analysis

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

Strategy 1 King school administration meets monthly with the district PBIS team. The King Team meetings are within Leadership Team. They are working on a systematic PBIS (positive, behavioral intervention system). The committee has done some training at staff meetings and various activities have been implemented. Improvement in activities that build a family connectedness within academies has begun. A digital guidebook was created and posted in our Google Classroom. Teachers and staff reviewed the ROAR matrix, community circle, restorative justice practices. Consistent practices do not seem to be happening in regards to the community development practices. We need to inspect what we expect. Strategy 2 A reduction in Chronic Absenteeism occurred this school year due to slightly less COVID illness. The CARE team monitors and an attendance plan was implemented to reinforce positive attendance. Throughout the year, we held parent conferences and home visits. Strategy 3 Student engagement activities during non-instructional time including after school to reduce discipline and to build student engagement was partially implemented. We were able to re-instate our Chess team. Strategy 4 Counselors provided training on RJC, mindfulness, XELLO, Signs of Suicide Training in the classroom and at staff meetings. Our Mental Health Clinician provided training on Trauma and it's effects on learning. Many students seek out support from counselors.

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

School Leadership Team works in special teams including but not limited to the priorities of the school, e.g. PBIS team, Equity team, AVID team SLT did not meet outside regular contracted hours. Expenditures not utilized included: Additional compensation for committee planning and Induction PD days LCFF-\$10,000 (object code 11500) Teachers did not put in for additional comp for home visits. Title I Home Visits additional comp. \$4,000 11500 object code 5 staff X 1 hours X 12 months X \$60 = \$3,600 (Allocating \$4,000)

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.

Under Strategy 1-Suggestions were to increase student leadership and peer tutors. PBIS committee can create criteria and system. Under Strategy 3- We intend to re-instate Noon Time Sports during recess at an approximate cost of \$20,000. Increasing after school activities, e.g. soccer team and painting lessons. This will reduce suspensions, behavioral referrals, and increase student attendance. Synergy reports can be pulled for data purposes.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

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. By June 2024, King School will increase parent coffee hour attendance from an average of 15-20 parents attending to 25-30 parents per session. By June 2024, King School will increase parent and student family engagement activities to one-two a month. By June 2024, King School will increase the number of parent connections through meetings and activities by 10%.

Identified Need

72% of our students are not at grade level in reading based on Winter i-Ready.

84% of our students are not at grade level in Math based on Winter i-Ready

We need more Parental Engagement. We had three community events (BTS night, movie night, and Halloween Parade)

Needs Statement: Current Reality Chronic absenteeism is at 30% (end of Feb.) *In November 2022, Chronic absenteeism was at 14.85%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in coffee hour workshops Sign-Ins	20 on average for the 22-23 school year	Increase to 25-30 per session
Sign-Ins for Parent/Student Involved activities	Approximately 250	Increase by 40% to 350
Calendared events	Monthly Student of the Month Events for the 2022-23 school year 2 after-school events for the 22-23 school year	Increase family events to 1 or more per trimester

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 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

King School will 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. We will recruit and train parent volunteers to be room parents. A designated teacher will train parents on how to help in the classroom with a focus on K-2. Title I Expenditures: Community Assistant 1-.4375 FTE \$27,250(Object code 22901) for parent outreach and facilitation of parent activities. Teacher Additional Compensation for Parent conferences and home visits additional comp \$5,000(Object Code 11500) Teacher additional compensation for training parent volunteers \$1,500 (Object Code 11500) Classified Additional Comp \$500 for Community Assistant to assist in parent outreach (Object Code 22500) LCFF Conference CABE-\$8,000 (Object code 52150)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$27,250	50643 - Title I
\$6,500	50643 - Title I
\$8,000	23030 - LCFF (Site)

\$500	50643 - Title I

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 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase parent and student engagement through on campus parent and student activities to one per trimester in addition to our Student of the Month Celebrations. Parents will have the opportunity to participate in college and career readiness activities, such as college field trips, Avid information & AVID nights, career day, family nights in literacy, science and math. Both certificated and classified staff will be compensated for their after hours in order to provide parent outreach nights. Expenditures Title 1- parent nights additional comp \$5,500 for certificated OC 11500 \$4,000 for classified staff additional comp. OC 22500 Community Assist and Library Media Assist Books and supplies \$2,000 OC 43110 Parent meeting expenses \$3,389 OC 43400 ****General supplies are unallowable using State & Federal funds. **** LCFF Expenditures include: Additional Compensation for Instructional Assists @ \$2,000 2 Assists X 1, 000 Field Trips and Pupil Fees (already accounted for under Goal 1)

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)
\$5,500	50643 - Title I
\$6,000	50643 - Title I
\$2,000	50647 - Title I - Parent
\$3,389	50647 - Title I - Parent

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 3.1.3

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 opportunities through classes such as the Latino Literacy and/or Parent Institute for Quality Education (PIQE) in order to provide classes that will increase parent knowledge in how to help their children be successful students in school and beyond. Parents requested additional classes in SEL and Literacy training. Title I Expenditures Instructional Materials and Supplies \$1,000 (Object Code 43110) LCFF Expenditures Consultant Fees, e.g. \$12,500 (Object Code 58100)

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)
\$12,500	23030 - LCFF (Site)
\$1,000	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy 1 To increase parent education and involvement a community assistant was hired to assist. She assists with communication and home visits. Parent coffee hours were well attended and fully implemented this year. Strategy 2 On campus family education events were brought back. We had parents attend our Student of the Month Assemblies, Back to School Night and Family Movie night. We have seen an increase in parent participation. Strategy 3 The Parent Institute for Quality Education was implemented and a big success with our parents. We had 30 parents attend.

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

Expenditures not used include: Parent conferences and home visits additional comp was not used \$5,000 11500 Parents did not attend CAFE. LCFF CAFE-\$3,000 object code 52150 The additional comp for the few parent activities we held was not utilized. Title 1- parent nights additional comp \$5,000 for certificated OC 11500 \$1,500 for classified staff additional comp. OC 22500 Books and supplies \$1,200 OC 43110

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.

Under Strategy 1- Recruit and train parent volunteers, room parents, staff compensation for training. Calendar parent training Increase parent and student activities to one per trimester, e.g. Lunch on the Lawn Under Strategy 2- Provide Literacy and Math nights for parents Under Strategy 3- Increase days for PIQE to provide additional training and to reach more families

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	\$387,359.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$691,999.00

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 (\$)
50643 - Title I	\$380,970.00
50647 - Title I - Parent	\$6,389.00
50643 - Title I Salary Contingency	\$0.00

Subtotal of additional federal funds included for this school: \$387,359.00

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 (\$)
23030 - LCFF (Site)	\$304,640.00
23030 - LCFF Salary Contingency	\$0.00

Subtotal of state or local funds included for this school: \$304,640.00

Total of federal, state, and/or local funds for this school: \$691,999.00

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
Guadalupe Sanchez	ELAC
Connie M. Fabian	School Site Council

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 05/22/2023.

Attested:

Principal, Connie M. Fabian on 05/22/2023
SSC Chairperson, Vanessa Jaime on 05/22/2023

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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