



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
William J. (Pete) Knight High	19642460100081	May 28, 2019	June 17, 2019

Purpose and Description

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

Schoolwide Program
General Assistance

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.

Through the comprehensive needs assessment process, KHS's SSC and various advisories have evaluated the goals, objectives, actions, services and expenditures of the 2018-29 SPSA in order to give input and develop the goals, objectives, actions, services and expenditures of the 2019-20 SPSA.

1. What SPSA 18-19 actions were fully implemented and which ones were not?

Fully Implemented:

AVID College Tutors

AVID Elective Teachers Training

Content Teachers AVID Trained

AVID Coord.

Tutoring, Supp. Instruction for students

Supplemental teaching materials

Prof. Dev. for Teaching staff in Intervention Instructional Strategies

Smaller Intervention classes (Math and ELA)

EL Coord.

Specific Tech. in Intervention classes
 Parent Support evening classes (Hours)
 Student Planners
 CAFE Conference
 EL specific Prof. Dev.
 Instructional Partners (EL, Literacy, Math, Digital Literacy)
 College Campus visits for students
 Educational enhancement/ Travel learning
 Title 1 Coord.
 Intervention Specific PD (PBIS)
 Technology materials and support for delivery of content
 Implementation of Naviance
 STEM Expo
 Collaboration and PD hours for implementation of NGSS, CCSS
 Literacy/Critical Reading/Writing Across the Curriculum PD
 AP Training and collaboration
 Student Technology access and implementation
 Technology based PD and Training for teaching staff
 PBIS and ATS training, resources, and collaboration
 Link Crew Coord. And Link Crew Training to support incoming 9th graders
 Evening Parenting Workshops (Guidance)

2. Of those actions that were implemented, which ones were effective for improving student achievement, especially for those students not meeting or at risk of not meeting state standards?

What data support these conclusions?

AVID (D & F rate, A-G, PSAT, SAT data, Grad Rate)
 PBIS and ATS (Suspension and referral data, SWIS data)
 FAFSA Application Data
 Parent and Student Survey Data (WE Surveys)

3. Which actions were not effective for improving student achievement?

TBD. No data as of yet to indicate that the above actions were ineffective.

4. Which actions funded with Title I will be continued or expanded and which ones will be discontinued based on answers to # 2 and #3 in the following year's SPSA?

All items above will be continued and/or expanded

5. What new actions, if any, will be funded with Title I in the following year's SPSA, and what data will be collected to evaluate their impact?

Saturday hours for Guidance
 Increase VAPA support (Technology and Materials)
 Increase technology access:
 Chromebooks for incoming 9th graders and for student checkout
 Increase/Improve Parent communication
 Parent Academy Classes in Fall and Spring
 Monthly "Coffee w/ the Principal"
 Increase and improve methods of Information delivery

Increase of ELA technology implementation, training and support (Promethean Boards, Chromebooks)

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

Knight High School performs a comprehensive needs assessment by utilizing data from multiple sources, including and not limited to: CA Dashboard, PSAT/SAT assessments, Advanced Placement Assessments, RI/MI Data, Parent, Student and Staff surveys, grade analysis, MTSS/PBIS data, and common internal assessments.

Knight High School involves multiple stakeholders in the needs assessment process. Knight High School consults with the English Learner Advisory Committee (ELAC), School Site Council (SSC), school leadership (including department chairs, coordinators, and counselors), school administration, Multi-Tiered Systems of Supports (MTSS) teams, WASC (both visiting teams and focus groups), staff/community/student surveys, and student groups. Additionally, KHS consults with district groups such as District English Learner Advisory Committee (DLAC), District School Leadership Team (DSLTL), and other local district input structures. Each stakeholder group has analyzed the academic performance of all student groups. Furthermore, each stakeholder group has considered the effectiveness of key elements of the instructional program for students failing to meet proficiency and has addressed areas of growth throughout the school plan for student achievement (SPSA).

In order to achieve the goals set forth in the SPSA and ensure that every student has the opportunity to be college or career ready; we will implement the following SPSA. The expenditures identified in the SPSA have been approved by the School Site Council (SSC) to raise the academic performance of all student groups and targeted student groups not meeting state standards as well as provide an opportunity for all to participate in any school program students chose. Knight High School actively seeks input from the community through multiple means (survey, SSC, etc.) when it comes to decisions about how to best allocate fiscal resources. KHS strives to have an effective communication system that allows for all stakeholders to be aware of and be a part of stakeholder groups. Ultimately, with input from all listed stakeholders, the recommendations are brought to the SSC for a final vote on the budget for the upcoming year. Throughout each school year, collaboration with stakeholder groups is utilized when adjustments need to be made. These adjustments are in turn brought to the SSC for subsequent approval. Knight High School works in collaboration with the AVUHSD to ensure the identified goals are supported and that Knight High School receives additional support as needed.

Resource Inequities

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

In consulting with the English Learner Advisory Committee (ELAC), the School Site Council (SSC), school leadership (including department chairs, coordinators, and counselors), school administration, as well as looking at school data (such as D & F Rates, Suspension data, assessment data) and staff/community/student surveys, the following actions have been scheduled for the upcoming school year (2019-2020) in order to address potential resource inequities.

Saturday hours for Guidance

Increase VAPA support (Technology and Materials)

Increase technology access: Chromebooks for incoming 9th graders and for student checkout

Increase/Improve Parent communication

Parent Academy Classes in Fall and Spring

Monthly "Coffee w/ the Principal"

Increase and improve methods of information delivery

Increase of ELA technology implementation, training and support (Promethean Boards, Chromebooks)

Evidence Based Interventions

Indicate the Name of the evidenced-based intervention identified as a result of the needs assessment process

READ 180- Source-What Works Clearinghouse (WWC)

WWC-Read 180 Intervention Report- Adolescent Literacy 11/2016

Outcome Measure - Northwest Evaluation(NWEA) Measures of Academic Progress(MAP) Reading

Comparison- Read 180 vs Business as Usual

Period- 1 year / Sample- 619 students / Significant- Yes

Improvement Index- 6 / ESSA Rating- Tier 1

PBIS- Source-WWC

Implementation of PBIS has been formally evaluated in a number of descriptive, evaluation, and experimental studies. Findings indicate that PBIS is experimentally associated with reduction in office discipline referrals (Bradshaw et al. 2010, 2012; Horner et al. 2009; Safran and Oswald 2003), reduction in out of school suspensions and expulsions (Bradshaw et al. 2010), improved social emotional competence (Bradshaw et al. 2012), improved organizational efficiency (Bradshaw et al. 2008, 2009), improved academic outcomes (Horner et al. 2009), improved perception of safety

(Horner et al. 2009; Ross et al. 2012), and reduction in bullying (Ross and Horner 2009; Waasdorp et al. 2012).

Systematic Educational Barriers for Latino Students and a Program Attempting to Close the Gap- AVID- Source-ERIC

Carrasco Ramos, Daisy

AVID

ProQuest LLC, 2018 Ed.D. Dissertation, Azusa Pacific University

The case study design collected data through interviews, archival documents, and observations. The data showcased that the AVID program was successful in getting Latino students to graduate high school and transition to higher education. Two main themes emerged from the AVID program: 1. AVID structure of having one key person per four-year class and 2. having a strong college-going culture that embeds financial aid literacy, college trips, overnight college trips, parent education, and college tutors.

AVID

An Exploratory Study of the Influence of the Advancement via Individual Determination (AVID) Program on African American Young Men in Southeastern North Carolina- Source-ERIC

Parker, Michele A.; Eliot, Jessica; Tart, Michael

Journal of Education for Students Placed at Risk, v18 n2 p153-167 2013

This is a qualitative study of how the Advancement Via Individual Determination (AVID) program influenced 9 African American young men in southeastern North Carolina. To understand the impact of the program, a cross-section of current and past AVID participants were interviewed. The African American male students were asked about their attitudes toward education and how AVID influenced them socially and academically. Four themes that emerged from the data were: (a) Supportive, family-like relationships are built within the AVID classroom; (b) the students strive to do better academically; (c) specific AVID methodologies improve student achievement in preparation for college; and (d) AVID positively affects student attitudes toward education. These themes are discussed in relation to the literature. Finally, we suggest how this research might inform future studies. (Contains 1 table.)

MATH-Intervention Classes-Multiple Studies and References

"The low and inequitable mathematics performance of students in urban American high schools has been identified as a critical issue contributing to societal inequities (Moses & Cobb, 2001) and poor economic performance (Madison & Hart, 1990). The need for teachers to explicitly attend to students' understanding of the ways they need to work is consistent with a broad research literature on formative assessment. The main tenets of formative assessment are that students must have a clear sense of the characteristics of high quality work, a clear sense of the place they have reached in their current work, and an understanding of the steps they can take to close the gap between the two (Black & Wiliam, 1998). The idea that careful attention needs to be paid to students' awareness of expected ways of working is also supported by the work of Delpit (1988), who has argued that teachers must make explicit the unarticulated rules governing classroom interactions that support different schooling practices, and students must be given opportunities to master those ways of being, doing and knowing. To not support students in code switching (Heath, 1983) is to participate in perpetuating inequality." (Boaler, 2008) The new intervention classes seeks to change the curriculum to include more mindset shifts for teachers, and students. Additionally new curriculum

will be created by the teachers in conjunction with Envision Learning to support these concepts being taught and understood in the context of mathematics.

Reference

Boaler, J., & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. *Teachers College Record*, 110(3), 608-645.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Ensure that students are academically proficient and prepared for college and career ready.

Identified Need

Stakeholders indicated a need for increased student achievement and traditional standardized tests as well as ancillary college readiness indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Indicator-Dashboard	89.3%	89.5%
English Learner Indicator-Dashboard	No performance color for Fall 2018 Dashboard	Awaiting Baseline data
RFEP-DataQuest	5.8%	6.0%
EL Progress and Proficiency-ELPAC/Dashboard	26.9% of students at Level 4	30% at Level 4
College & Career Indicator-Dashboard	30.3% prepared (orange)	35% prepared
Percentage of students taking an AP exam	24% of students enrolled took an AP exam (2018-19)	26% of students enrolled
AP/IB Courses offered	19	maintain
A-G Rates	41.5%	42%
CAASPP/EAP-DataQuest/CAASPP Scores	ELA 18.8 point below standard (increased 6.9 points); Math 111.5 points below standard (maintained 1.5 points)	ELA Increase 5 points; Math Increase 5 points

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of AVID Strategies Schoolwide

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)
200,000 AVID Elective, RSP, and Intervention classes have college-aged tutors to meet the 1:7 ratio as determined by Essential 8 of the AVID Certification guidelines. (Certificated salaries)	Title I
30,000 AVID Elective educators have been trained in AVID Implementation and have attended AVID Summer Institute at least once. (Ess. 10.4) All AVID Elective educators have been trained in Tutorology, either at PATH Training or Summer Institute. (Conference and travel fees)	Title I
5,000 Content area educators are trained in AVID strategies. (Focused Note-taking, Inquiry, Critical Reading, Tutorology, and Socratic Seminars) through on site professional development. (EWAs = 100 hours)	Title I
30,000 Site will designate a staff member(s) (AVID Coordinator(s)) to compile data, ensure program fidelity, and effectiveness. (2 release periods)	Title I
5,000 AVID Coordinator(s) will attend meetings as necessary to collaborate with site leadership, district leadership, other district coordinators, LACOE, and AVID Central. (SBAs)	Title I
6,000 AVID Teachers will collaborate each month to plan & coordinate the implementation and promotion of best practices	Title I
5,000 AVID Teachers will plan, coordinate and conduct monthly Saturday Support and Intervention sessions	Title I

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

Implementation of Standards Based Curriculum

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)
50,000 Offer expanded learning opportunities (i.e. tutoring, credit retrieval). (EWAs = 1000 hours).	Title I
25,000 Provide supplemental materials (i.e. realia, bilingual materials) in order to increase comprehensible input. (Materials purchase)	Title I
17,500 Provision of professional development for implementation and collaboration to identify communicate, implement, support, monitor, and evaluate one to three consistent school-wide instructional strategies. (EWAs = 350 hours)	Targeted Funds

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

Student Support and Intervention

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)
120,000 Designated Algebra 1 and Literacy Support classes will have a reduced capacity to allow for individualized and differentiated instruction.	Title I
115,000 Provide EL Coordinator and Bilingual Secretary to oversee EL program. (3 release periods and classified salary)	Targeted Funds
30,000 Intervention educators have access to relevant materials, including but not limited to, necessary technology. (Materials purchase)	Title I
15,000 EL Department implements plan to ensure students, parents, and teachers have access to a rigorous and relevant education through evening workshops (EWAs = 200 hours)	Targeted Funds

7,500 EL School Day Interventions for low performing students

Title I

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

Student Support and Intervention

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)

13,500 Student Planners will be provided to help students with organization and to keep students and parents informed of school policies. (Materials purchase)

Title I

20,000 Selected teachers, support staff, and parents will attend annual CAFE conference to further increase knowledge of EL strategies for classroom use and student support. (Conference and travel fees)

Targeted Funds

5,000 English Learners Program Site Coord. and Instructional Partners facilitate collaboration/professional development among educators (EWAs = 100 hours)

Targeted Funds

30,000 Site will designate a staff member (Literacy Support Instructional Partner) for the purpose of supporting program fidelity and school wide literacy strategies. The staff member will also coordinate the administration of the RI to all students at least twice annually. Also, to support teachers recently exited from induction and follow up with all teachers having recent PD experiences. (2 release Periods)

Title I

30,000 Site will designate a staff member (Math Support Instructional Partner) for the purpose of supporting program fidelity and school wide Math strategies Also to support teachers recently exited from induction and follow up with all teachers having recent PD experiences. (2 release Periods)

Title I

30,000 Provide staff members (Instructional partner - EL) to support instruction school-wide. (2 release periods)	Targeted Funds
30,000 Provide staff member (Instructional partner - pedagogy and differentiation) to support instruction school-wide. (2 release periods)	Title I

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

College and Career Prep and Exposure

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 Provide opportunities for College Campus visits by students. Our goal would be to send every 9th grade students, and other groups, as appropriate (i.e. DDE and AVID) (Travel fees)	Title I
0 College and Career Indicator Promotional Literature (Posters for Classroom)	District Funded
10,000 Provide opportunities for student trips focusing on career/vocational education. (Travel fees)	Targeted Funds
29,542 Materials and Supplies for the Visual and Performing Arts (VAPA)	Title IV

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

Title 1 Coordinator Stipend

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)

15,000 Provide a Title Coordinator to help organize all Title 1 activities and provide advisory meetings and parent workshops (release period)

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

There were 5 indicators of success for Goal 1. Based on current data, we made good progress met our ESLR's for 3 out of the 5 indicators. We are still awaiting data for 2 of the indicators (Math and ELA CAASPP 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.

No major differences. Continue to maintain growth trend.

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.

Increase to College and Career Prep and exposure

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Identified Need

Stakeholders indicated a need for better college and career ready preparation and critical thinking skills. Implementation of CCSS requires a broader scope of practice and for students to make connections and develop stronger critical thinking skills. In addition, stakeholders expressed interest in better preparing students for post high school success through more career technical education options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AP Exams Taken	1249 (2019)	1300 exams taken
AP Exams with "Qualifying Score"	360 (33%)	380 or 35%
Classroom Walk-throughs	562	600
CAASP Scores	Data in Goal #1	Increase by 2 points in ELA and Math

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Support and Intervention

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)

15,000 Intervention educators will participate in district and site workshops and collaborative planning meeting between educators, coaches,

Source(s)

Title I

administration, and counselors. (EWAs = 300 hours)	
186,852 Maintain and update technology resources for delivery of content. (Equipment purchases)	Title I
65,000 Maintain and update technology resources for delivery of content and implementation of student academic supports through technology (Equipment purchases)	Targeted Funds
30,000 A staff person will be designated as an instructional partner in the area of digital literacy to ensure proper implementation by staff and student support and support teachers recently exited from induction. (2 release periods)	Targeted Funds
25,000 Chromebooks for Student check out	Targeted Funds
16,500 Technology Integration in ELA classrooms (Phase 1) to include Chrome Towers, Promethean Boards along w/ appropriate training, support and PD	Title I

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

Implementation of Standards Based Curriculum

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 Staff will work collaboratively around the implementation of CCSS, NGSS, and supplemental curriculum which promotes college and career readiness. (EWAs = 100 hours)	Targeted Funds
5,000 District Wide STEM Expo - Materials and hours as needed. (Materials and EWAs)	Targeted Funds
10,000 Attend professional development regarding Literacy/Critical Reading Strategies and Literacy Across the Curriculum, ie ERWC. New staff to ERWC receive 4 day training and the one day review. (PD Fees)	Title I

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

Provision of Rigorous Curriculum Through and Honors and AP Classes

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)

15,000 All AP/Honors educators will attend content specific training, including AP computer science courses. (Conference and travel fees)

2,500 Site AP/Honors educator collaboration opportunities. (EWAs = 60 hours)

10,500 Sub teachers to release KHS teachers to proctor the AP exams. (SBAs)

Source(s)

Targeted Funds

Title I

Targeted Funds

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

Implementation of 21st Century Curriculum

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)

32,500 Educators will be supported in their efforts to implement standards based curriculum through appropriate technological mediums through PD training on alternative teaching resources such as, online books, online newspapers, educational video access, blogs, wikis, and apps such as Google Suite for Education and such PD as ISTE. (EWAs = 250 hours and conference fees)

Source(s)

Targeted Funds

30,000 Provide technology devices to targeted groups of (EL) English Language Learners. (Equipment purchase)	Targeted Funds
21,000 Provide 1:1 technology devices to targeted groups of 9th grade students, i.e. DD&E. (Equipment purchase)	Title I
10,000 Provide 1:1 technology devices to targeted groups of 9th grade students, i.e. AVID. (Equipment purchase)	Title I
8,552 Innovative and updated classroom resources for the delivery of instruction in novel ways. (Materials purchase.)	Targeted Funds

Annual Review

SPSA Year Reviewed: 2018-19

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.

There were 5 indicators of success for Goal 1. Based on current data, we made good progress met our ESLR's for 3 out of the 5 indicators. We are still awaiting data for 2 of the indicators (Math and ELA CAASPP 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.

No major differences. Continue to maintain growth trend.

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.

Increase of student support and intervention initiatives (technology access and implementation)

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

Identified Need

On a staff ranking survey of the 8 state priorities, teachers and classified employees listed school climate as their top priority. In addition, community stakeholders gave significant input on school climate and a positive learning atmosphere during community forums.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Indicator-Dashboard	8% (Increased 0.7%)	Decrease 2%
Suspension Rate-DataQuest	5.42% (Schoolnet data 2018-19)	< 5%
Attendance Rate	96.28%	96.5%
Chronic Absenteeism-DataQuest	8%	7.5%
Truancy-DataQuest		
Dropout Rate-DataQuest	0.16%	0.12%
Expulsion Rate-DataQuest	.001%	Maintain
Williams Textbook Sufficiency-Dashboard	No Findings	Maintain
Williams Facilities Reviews-Dashboard	No Findings	Maintain
Appropriately Assigned Teachers		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Support and Intervention

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 Student Successes are celebrated throughout programs to increase and improve student morale. (PBIS supplies)	Targeted Funds
30,000 Provide a release period to facilitate an Alternative to Suspension Program (2 release periods)	Targeted Funds
30,000 Provide a release period to facilitate an Alternative to Suspension Program (2 release periods)	Targeted Funds

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

Increased Training Opportunities for Security and Other Support Staff

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 PD opportunities will be sought out and provided for security in areas to include (but not limited to): Gangs, NCI, Reports and Documentation, Due Process, Social Media. (Conference fees)	Targeted Funds
5,000 Staff and faculty PD focusing on positive relationship building in the area of student-staff relationships will be sought out and provided. (EWAs = 100)	Targeted Funds
5,000 Selected teachers, support staff, and parents will attend annual Good Teaching conference to further increase knowledge of good teaching strategies for classroom use and student support. (Conference and travel fees)	Title I

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

Student support and intervention

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)

12,000 Link Program summer training and trainer will be provided to help older students to be better prepared and equipped to support incoming students. (Program costs)

5,000 Site will provide a Link Crew Coordinator to oversee the Link Crew Program. (Stipend)

Source(s)

Title I

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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.

There were 5 indicators of success for Goal 1. Based on current data, we made good progress met our ESLR's for 3 out of the 5 indicators. We are still awaiting data for 2 of the indicators (Math and ELA CAASPP 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.

No major differences. Continue to maintain growth trend.

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

No major differences. Continue to maintain growth trend.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Identified Need

Stakeholders indicated a need for more contact and information about school programs to include: contact with counseling staff, parent and student workshops and better communication and outreach that informs parents of programs and opportunities available on campus. In addition, enhanced relationships with stakeholder groups and corporate/industrial representatives will benefit our students and the opportunities that are open to them.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Outreach-Surveys-Community Forums-Parent Workshops	89% of parents surveyed were satisfied	90+%
School Climate Index	63% of students stated that teachers care about them (1% increase). 81% of students stated that teachers help them (3% increase)	Increase 1+%
Digital Visits-Utube Hits, Web Site Visits, App Downloads		
Parent Portal PowerSchool usage including PowerSchool App		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase/Improve Parent/teacher Communication

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 Physical improvements to directional signage on campus. (Materials purchase)	Title I
5,000 Installation of external display cases for the purpose of exhibiting student projects (Materials purchase)	Title I

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

Increase Parent Workshops & Informational Meetings

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)
8,000 Evening parenting workshops in English and Spanish Offered in the Fall and Spring 1) 4 Systems of Higher Ed 2) Helping your student succeed in high school and prepare for college 3) Financial aid and FAFSA Support 4) Helping your student get back on target. (EWAs = 50 hours)	Title I
500 NCAA Info Meetings (EWAs = 10 hours)	Targeted Funds
4,000 Saturday Guidance Support provided for students and parents	Title I

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

Increase Community Relations Events

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 Leadership Development Day Event with KHS and KPrep - Outside facilitator will be brought in to deliver sessions designed to increase student leadership capacity (Program Fee)	Targeted Funds

Annual Review

SPSA Year Reviewed: 2018-19

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.

There were 5 indicators of success for Goal 1. Based on current data, we made good progress met our ESLR's for 3 out of the 5 indicators. We are still awaiting data for 2 of the indicators (Math and ELA CAASPP 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.

No major differences. Continue to maintain growth trend.

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.

Increase of Evening Parent workshops & Informational Meetings

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	\$972,394.38
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	\$1,496,946.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$942,852.00
Title IV	\$29,542.00

Subtotal of additional federal funds included for this school: \$972,394.00

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 (\$)
District Funded	\$0.00
Targeted Funds	\$524,552.00

Subtotal of state or local funds included for this school: \$524,552.00

Total of federal, state, and/or local funds for this school: \$1,496,946.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Will Laird	Principal
Jessica Centonze Moll	Classroom Teacher
Linda Fabela	Classroom Teacher
Matt Winck	Classroom Teacher
Brittany Elliott	Classroom Teacher
Blanca Soria	Parent or Community Member
Delia Silva	Parent or Community Member
Deborah Frazier	Parent or Community Member
Destiny McDuffy	Secondary Student
Mackenzie Reed	Secondary Student
Elijah Johnson	Secondary Student
Sylvia Mendoza	Other School Staff

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Title I Parent Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-28-2019.

Attested:

	Principal, Will Laird on 5-28-19
	SSC Chairperson, Jessica Centonze-Moll on 5-28-19