



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

KING ELEMENTARY

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School Year: 2019-2020 - Revision

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
King Elementary	39686766042568	Original – 01/11/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

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)

King Elementary is implementing a Schoolwide Program.

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

King Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 11, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

King Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material

changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the November 8, 2018 and February 7, 2019 School Site Council meetings.

In school year 2018-2019, also Year 2, King Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings were held on August 7, 2018 (Title I meeting), November 8, 2018, January 9th, 2019 (ELAC)

In summary, we noticed that we are making progress based on assessments. With King having a large EL population, we will continue to focus on our EL program. Expenditures needed are program specialist to help monitor program, conferences for staff and parents, tutoring programs, and materials. We also discussed our Math program. We have purchased materials, but the district is purchasing an all new curriculum. Therefore, we will need to allocate money for subs so that teachers can work together to plan common core lessons. We looked at attendance rates and noticed that our chronic absenteeism has dropped 2%. Adding in student engagement activities has helped in students attendance for the older grades. We continue to struggle with Kindergarten. Therefore, there is a need for an additional community assistant to assist in parenting classes, attend SSTs after school, and provide outreach to homes and to agencies to support students at risk due to lack of basic needs. Finally, the number of referrals for SSTs for students with trauma has increased. Additional needs for counseling are evident.

As a result of the stakeholder involvement and data reviews, King Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Through the DMM process, it was determined that King Elementary needed to add an additional Bilingual Assist, additional Community Assistant, maintain an additional Assistant Principal, Instructional Coach, Program Specialist, and Intervention Teacher. The staffing needed is needed to monitor the English learner program, set up an efficient system of interventions, community outreach and parent/student language support.

Resource Inequities

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

This section is not applicable for King Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

King school will increase the number of students meeting standards by another 10% each school year. That would mean by June of 2019, 45% of the students at King will meet standards based on SBAC.

The Goal is to increase 10% on MAP and SBAC for students meeting standards.

Increase another 10% of our ELs to 20% meeting standards.

Increase our ELPAC scores from 28% at level 4 to 38% at level 4.

Increase reclassification rate by 5%, 18% to 23%.

Math SMART Goal:

King School will increase students meeting standards by 10% based on MAP and/or SBAC from 23% to 33% on SBAC and 30% to 40%

Identified Need

ELA/ELD:

Academic Progress
ELA-35% on SBAC
33% on Winter MAP

EL Progress

10% of ELs on Winter MAP Met standard in Reading and 15% in Math.
EL progress based on ELPAC, 28% at level 4 and 32% at Level 3.
Reclassification rate 18%=80 for 2018
20%=94 for 2017

Math:

Academic Progress
Math-23% on SBAC
30% on Winter MAP

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	39.4 points below	36.4 points below
MAP	35% Met Standard 49% Met Growth Target	45% Meeting Standard 59% Meeting Growth Target
SBAC	35% Met and -39.4 Distance from standards points	45% Meeting Standard and Decrease distance from standards points by 10 to 29.4
ELPAC	28% of ELs were at Level 4	38% of ELs will be at Level 4

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	64.5 points below	61.5 points below
MAP	28% Met Standards 46% Met Growth Target	38% Meeting Standard 56% Meeting Growth Targets
SBAC	25% Met Standards -65 Distance from standards points	35% Meeting Standards Decrease distance from standards point by 10 to -55

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

“All Student Groups”

Strategy/Activity

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.

- * Teachers and support staff developed 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.
- * Students will participate in field trips to expand their language experiences. Field trips will include:
 TK/K- Fog Willow Farms
 1st grade- Sacramento Zoo
 2nd grade- Hilmar Cheese Factory
 3rd grade- Haggin Museum, San Joaquin County Historical Museum, etc.
 4th grade- Kennedy Gold Mines
 5th grade- Power House Museum, Angel Island
 6th grade- Power House Museum, University of the Pacific
 7th grade- UC Merced, UC Berkeley, etc.
 8th grade- Sacramento State, Stanislaus State, UC Davis, UC Santa Cruz, etc.

Program Specialist will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students
Program Specialist--\$149,000 - Title I

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)
\$129,000 - 19101 (1 FTE Program Specialist)	Title I - 50643
\$20,000 - 30000 (Statutory Benefits)	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

“All Student Groups”

Strategy/Activity

Teachers will integrate AVID into their daily lessons to help all students be prepared for higher education.

- * Continue teacher training on AVID WICOR and college & career readiness strategies.
- * School-wide organizational expectations for grades 2-8
- * School-wide college and career boards for all grades
- * AVID elective in Middle School
- * AVID elective field trips- UC San Francisco, Elevating Ideas to Action Workshop at Modesto Apple Store, Venture On Challenge Course, Gallo Center of the Arts, The Tech Interactive, Lawrence Hall of Science
- * College Field Trips
 - 6th grade- University of the Pacific
 - 7th grade- UC Merced, UC Berkeley, etc.
 - 8th grade- Sacramento State, Stanislaus State, UC Davis, UC Santa Cruz, etc.

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)
Instructional Materials, \$82,186	LCFF
\$10,000 - 58720 (Field Trips Non-District Trans)	LCFF - 23030
Field trips, \$7,000 District Transportation	Title I
AVID Conference and trainings, \$15,000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners and RFEP students

Strategy/Activity

To accelerate and increase the English fluency of our English Learners, a priority focus on our ELs includes ongoing professional development in Designated and Integrated ELD strategies, intervention and after-school tutoring, resources to support EL, e.g. bilingual paraprofessionals and instructional materials and monitoring tools.

- * Instructional Walks
- * Targeted tutoring groups
- * Daily ELD
- * Materials

The bilingual assistant works with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistant also works after school to translate for parent conferences and/or meetings.

Bilingual Spanish Assistant (21101)—.4375 FTE--\$15,364

Bilingual Spanish Assistant (21101)—.625 FTE--\$51,624

Additional Hourly Pay Calculation for tutoring:
332 hours X \$60 = \$19,920 (Allocating \$20,000)

Conferences/Trainings/Workshops:
* Cabe - Spring 2020 - (\$2,500 X staff = \$15,000)

Substitute Pay Calculation for teacher release for professional development:
50 days X \$200 = \$10,000

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)
\$20,000 - 11500 (Teacher Additional Hourly)	LCFF - 23030
\$10,000 - 11700 (Substitutes)	LCFF - 23030

Amount(s)	Source(s)
\$11,653 - 21101 (.4375 FTE Bilingual Assistant) \$3,711 - 30000 (Statutory Benefits)	LCFF - 23020 LCFF - 23020
\$23,209 - 21101 (.625 FTE Bilingual Assistant) \$28,414 - 30000 (Statutory Benefits)	LCFF - 23020 LCFF - 23020
\$15,000 - 52150 (Conferences)	LCFF - 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

“All Student Groups”

Strategy/Activity

Professional development, supplemental resources, e.g. interactive technology and web-based supplemental resources, Accelerated Reader/ST Math, and instructional strategies on differentiation and intervention (afterschool tutoring & small group instruction, etc.) in the areas of math and reading.

PD agendas, data results from interventions, benchmark reading assessments, math fluency assessments, Accelerated Reader and ST Math participation data

Intervention Teacher will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills. Intervention teachers will work with students in flexible groups to support.

Reflex Math is a computer based program that monitors students mastery and fluency for basic math facts.

Accelerated Reader is a computer based program used to monitor reading practice and progress. It helps teachers guide students to books that are on students individual reading levels. Students take quizzes after reading a book to check for comprehension.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$20,000 - 58450 (License Agreements)	Title I
\$77,066 - (Intervention Teacher Salary/Benefits)	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

“All Student Groups”

Strategy/Activity

Create an efficient system for Interventions that are fluid for students to move between Tiers. Provide materials that support each level the students are at whether it's Math or Reading.

The library media clerk will assist students with appropriate book selection based on Lexile levels. Library Media Clerk will also support the implementation of the Accelerated Reader Program to all students. Weekly word counts and student's goals will be posted to motivate students to read and improve reading comprehension skills. New books will be selected and purchased to offer students opportunities to read a wide variety of genres. The library media clerk will also work to foster a love of reading for all students and staff at Cleveland.

Library Media Clerk (24101)—.4375 FTE--\$20,058

Applicable supplemental instructional materials include: novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

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)
\$15,214 - 22601 (.4375 Library Media Clerk) \$4,845 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
12,400 - 43110 (Instructional Materials)	Title I - 50643
\$600 - 57150 (Duplicating)	Title I - 50643
\$6,000 - 56590 (Maintenance Agreement)	Title I - 50643

Strategy/Activity 6

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

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

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)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

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

Effectiveness

- 1.1 The overall feedback was that there was an improvement in student writing. Based on rubrics more students scored in the 3 and 4 range. Based on 2017-18 SBAC for grades 3-8. 17% of students were above standard and 40% were near standard. That was the largest claim other than research and inquiry.
- 1.2 The teachers were using the organizational tools and teaching the notetaking. They also shared at staff meetings. 6th grade maintained around 30% meeting standards. Not much growth. ELA increased on SBAC 31% to 35%; Math increased 23% to 24%; Reading Benchmarks K-57%, 1-78%, 2-74%, 3-92%, 4-86%, 5-79%, 6-79%. For an overall average of 78% passing an on level passage in grades K-6.
- 1.3 Based on Instructional Walks, PD in ELD integrated and designated strategies are still needed. Limited postings of the ELD objectives. Academic language and sentence starters are needed. Coaching was effective based on GLAD strategies implemented as witnessed during classroom visits. Bilingual aide support was effective based on growth of our Level 1 and 2 students in English Proficiency. EL Progress-76% an increase of 9% from year 16-year 17.
- 1.4 The AR data showed we read 39,000 books for Grades 1-8. Based on MAP this was an increase from 25% to 35% meeting standards. The reflex math meant to increase fact fluency increased proficiency in facts. School-wide 28% met standards on MAP which was an increase of 10% from the Spring of 2017.

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

Material Changes

- 1.1 Teachers have a more calibrated and systematic writing expectations. It was vertical teamed as well. We had to use staff meetings to work on this strategy.
- 1.2 Sixth grade has a stronger PLC based on Data Analysis and Agendas in Google Docs folder. A heightened awareness for College and Career Readiness. All teachers created a college wall. Additional field trips to colleges by 6th grade, 7th grade, and 8th grade.
- 1.3 We reclassified 66 students. A slight decline of 2% (20%-18%)
- 1.4 We increased incentives and celebrations for students meeting goals. Additional reading genres were purchased. Asked for recommendation of books for the library.

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

Future Changes

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

Goal 2 – School Climate

King School will increase student engagement by creating a positive and inclusive environment for all learners that build on students’ leadership traits and individual skills.

King School will decrease their relatively low suspension rates from 2% to 1% by June of 2020.

Our attendance rate will increase from 95.6% by 1% to 96.6%.

Our Chronic Attendance rate with a 12.02% will decrease by 2% by June of 2020.

Target is below <10%

Gap: .5%

Identified Need

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

Data points:

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

Suspension days increased to from 40 at the end of 2018 to 77 at the end of 2019.

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

Attendance/Chronic Truancy – 12.23% for April of 2017-18 to 12.02% for April of 2018-19.

IEPs 140

SSTs-60-75

Referrals-(Based on Synergy) are at approximately 291 discipline referrals.

2016-17=347 ref.

2017-18=210 ref.

2018-19=291 ref.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	2.1%	1.8%
Chronic Absenteeism (All Students)	11.2%	10.7%
Attendance Reports	95.6%	96.6%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Discipline Referrals

291

<200

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

“All Student Groups”

Strategy/Activity

- * Committee of staff members coordinate schoolwide community building activities
- * Provide PD on positive interventions
- * Incentive programs for behaviors
- * Create systems for student safety and movement implementation plans

Conferences/Trainings/Workshops:

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)
Non-Instructional Materials/Incentives, \$10,000	LCFF
Additional comp for committee, \$3,000	LCFF
Professional Development, \$10,000	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

“All Student Groups”

Strategy/Activity

Assign mentors to chronically absent students, check in system, parent meetings, and SAP referrals, classroom and individual “Perfect Attendance” program

Synergy ATP401 Reports, Referral forms, Monthly attendance and calendars from teachers, parent meeting agendas

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)

Funds not allocated.

Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

“All Students”

Strategy/Activity

Implement structured student engagement activities during non-instructional time to reduce discipline

YMCA will provide noon time activities to teach students sportsmanship qualities and positive activities to get involved in during recesses.

Daily referrals to office, suspension data, participation rates in activities, SUSD reports

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)
YMCA, \$15,000	LCFF
CHESS TEAM Mentor, add. Comp., \$3,000	LCFF
Sports clubs-additional comp., \$3,000	LCFF

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

- 1.1 A committee is formed. Incentives/Celebrations for last year included: Student of the Month, Champion of the Day, Attendance Raffles Monthly, Cafeteria point system. Teacher nominations. TEACH Fridays were implemented monthly where students who had positive behavior and homework completion were able to choose enrichment activities to participate in. Study Hall was replaced by Counseling/Social Skills Groups presented by Counselor, admin., support staff for students who did not meet their goal.
- 1.2 The Student Assistance Program was revised and matriculated across the school so that all community members are a part of creating and safety net strategies for all students throughout the tiers in RTI. The CARE Team met monthly to review student advocate list. The Program Specialist, attendance clerk, and cabinet pulled lists for perfect attendance. Teachers highlighted monthly their class rosters for those with perfect attendance and classrooms were recognized daily with a star if all students were present. Class incentives and raffle drawings took place. There was a perfect attendance for the year assembly. Meetings were held for K/1 chronic absentee students. Home visits by the community liaison to chronic absentees.
- 1.3 YMCA provided noon time sports. Game rooms during recess for students to provide an alternative. Music program was offered after school. Chess Club monthly tournaments. Drama Productions.

Effectiveness

- 1.1 Attendance average for the year was 96%. The point system for the cafeteria was not implemented consistently. 5-7 students were recognized daily as Champions during morning announcements. Teach appeared to be effective because of the low numbers in the counseling/social skills groups which averaged 30/560 students needing to go to a social skills group.
- 1.2 225 students were assigned an advocate to support and assist with finding resources at the Tier I, II, III level. Interventions of counseling were provided (70 students who received counseling or support group). Interventions of Literacy and Math were provided during or after school.
- 1.3 Suspension data remained low. Based on the school climate data...

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

Material Changes

- 1.1 Our suspension data is relatively low with 22 days of suspension for the entire school year.

- 1.2 There was an increase of perfect attendance students this past year with 163 students receiving the award.
- 1.3 No significant changes.

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

Future Changes

- 1.1 Need a consistent system for cafeteria behavior. Explore Leader in Me to develop a proactive system for positive behavioral changes.
- 1.2 Daily attendance checks in for Chronic Absentees.
- 1.3 Increase club/Sports offerings after school for positive choices and to promote leadership. Continue YMCA, game rooms, music/arts, chess club.

Goal 3 – Meaningful Partnerships

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PSAT 8/9	11% Met or Exceeded EBRW and Math Benchmarks	>11%
Daily Sign-In Sheets	6 volunteers	>20 volunteers
Student #in AVID Classes	1 Elective class 75% of teaching staff trained in AVID	100% of teaching staff trained in AVID
# of Family Ed. Nights	1 per trimester	1 per month

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

“All Students”

Strategy/Activity

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

Community Assistants will assist in community outreach, provide parent classes, translations for parent meetings, home visits with certificated staff.

Additional Hourly Pay Calculation for parent conferences:

50 hours X \$60 = \$3,000

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)
\$13,492 - 29101 (.4375 FTE Community Assist)	Title I - 50643
\$4,297 - 30000 (Statutory Benefits)	Title I - 50643
\$13,492 - 29101 (.4375 FTE Community Assist)	Title I - 50643
\$4,297 - 30000 (Statutory Benefits)	Title I - 50643
\$3,000 - 11500 (Teacher Additional Hourly)	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

“All Student Groups”

Strategy/Activity

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

Additional Pay Calculation for Teachers:

$83 \text{ hours} \times \$60 = \$4,980$ (Allocating \$5,000)

Non-Instructional Materials

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)
\$7,000 - 57250 (Field Trip District Trans)	Title I - 50643
\$10,000 - 58920 (Field Trip Non-District Trans)	Title I - 50643
\$5,000 - 58920 (Pupil Fees)	Title I - 50643
\$5,000 - 11500 (Teacher Additional Hourly)	Title I - 50672
\$2,580 - 43400 (Parent Meetings)	Title I - 50647
\$2,500 - 43200 (Non-Instructional Materials)	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

- 1.1 Strategies that were implemented included: Parent center staffed with 3.5 hour community assistant. Retired Community Assistant trained the new Community Assistant and assisted in agency outreach. School Counselor provided PD and meeting topics for parent coffee hour. We worked with the Hispanic Heritage Center for Art and Study of Latino Culture. An onsite Health Clinic provided services to the community. Valley Community Counseling provided a counselor 2 days a week. Parent Activities included: *School Carnival *Open House *Student of the Month Assemblies *Doughnuts for Dad. Committees established with parent participation included: *Parent Teacher Org. *English Learner Advisory Committee *School Site Council
- 1.2 There was a family literacy/math night, Career Day for Middle School, College field trips Included-Delta, UOP, San Jose State University. We did not do an AVID night for parents. Each student in middle school researched colleges and presented.

Effectiveness

- 1.1 Parent Coffee hour classes averaged 20-30 parents weekly in attendance. Each teacher completed 18 hours of parent conferences. At each community event there were over 200 parents each time. The community events were positive and brought together parents, students, and staff. 9 parents volunteered in classrooms. Parents were part of the goal setting during conferences which led to increased achievement.
- 1.2 The literacy/math night was largely attended with over 200 people. There were 5 speakers for Career Day. Students were engaged. Students dress in college wear on Wednesdays.

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

Material Changes

- 1.1 The parent center had a new community center. More home visits were made.
- 1.2 None.

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

Future Changes

- 1.1 Would like to train parents to help in classrooms. Increase mentoring programs. Increase computer/tablet training. Look into more translators for large events and parent conferences. Increase trauma counseling services.
- 1.2 We want to do a college/career info. Night for parents. We need to do AVID night. For college visits- 4-6-JC, 7-State Schools/Private schools, 8-UC/Private.

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	\$261,658
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	\$613,326

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	\$261,658

Subtotal of additional federal funds included for this school: \$261,658

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

State or Local Programs	Allocation (\$)
LCFF	\$351,668

Subtotal of state or local funds included for this school: \$351,668

Total of federal, state, and/or local funds for this school: \$613,326