

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: King (K3 - 254)

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

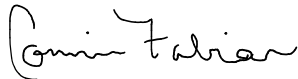
_____ Date of Meeting

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

Attested:

Connie Fabian
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	05/04/2022	07/26/2022

Purpose

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

King Elementary is implementing a Schoolwide Program.

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.

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

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.

ELAC met on December 15, 2021 to analyze data, school SPSA goals as it relates to English Learners, and strategies. The ELAC provided the following feedback:

- Keep all strategies that are in the SPSA but to add more monthly cultural events or activities.

SSC met on March 23, 2022 to review the SPSA goals, strategies, and most recent data reports. We went through a root cause analysis and a padlet was shared that the Leadership Team had begun through a carousel/brainstorming session to identify the root causes. and to identify strategies to address the point of data. The SSC provided the following feedback and suggestions:

- Agreed with the Leadership suggestions with addition of after school training for parents on how to help or monitor students with homework.
- Parents would like more math guidance
- Suggestion of sending home the Ready Math parent sheets to introduce new math concepts.

The school Leadership Team met on March 8, 2022 to review the SPSA goals, data points, to identify the root cause analysis. Leadership Team was guided through a carousel brainstorming with the questions from the DMM. The following was their feedback and suggestions:

EL progress in ELA & School-wide ELA progress

- For ELs and ELA we identified that ELs did not log in during most of Distance Learning during ELD time.
- Distance learning caused a delay in learning
- Leadership suggested that collaborative groups such as pair share should be amped up.
- Ensure Oral speaking/sharing during ELD time
- Build ELs confidence so they are comfortable speaking in front of peers.
- Use Socratic Seminars
- Focus on Academic language
- Re-establish take home reading
- Bring Intervention teacher back
- Bring coaches back

School-Wide Math Progress-

- Build automaticity with daily fluency
- Small groups
- Break up math into steps
- Accountability with practice
- Spiral review
- supplemental math for fluency
- Big 5
- Make Math a priority focus

Safe and Healthy Learning Environment/School Climate

- Have incentives for attendance with assemblies, small groups, prizes/certificates
- consistency with providing services to students
- streamline school/class expectations and regularly review
- Community Assist definitely needed
- Home visits

Meaningful Partnerships

- Parent coffee hours return to morning hours in person
- Incentives for parents who attend
- Evening Parent Ed nights
- Childcare for parent meetings
- Adjust schedule to 1 or 2 times per month versus weekly
- High interest parent topics

Staffing and Professional Development

Staffing and Professional Development Summary

- 36 out of 41 King School teachers are fully credentialed. 6 out of the 40 are new to the profession and in probationary status.
- 30 out of 41 King School teachers are AVID trained and have attended an AVID Summer Institute or weekend pathway.
- Staff Development for 2022-2023 will focus on AVID, UDL, Educational Equity, EL Strategies, and Math.
- Teachers who are not fully credentialed will consistently work with an on-site coach, focusing on ELA and Math instruction.
- Teachers have access to administrators and grade level leaders to assist with technology or curriculum concerns.
- King School teachers collaborate using the PLC process on the first and third Tuesday of the month.
- 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 5 consecutive years.

Staffing and Professional Development Strengths

- Teacher buy-in for AVID and interest in continued staff development
- Grade level leaders as mentors and facilitate PLCs
- Leadership Team meets monthly to discuss progress and school-wide needs and program expectations
- PLCs are well established
- Teachers have all the technology they need
- School has system in place to support new teachers with handbook and training upon beginning their career
- The staff meetings are dedicated to professional development and sharing of best practices

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): New teachers have not had the opportunity to participate in King School Induction Process. **Root Cause/Why:** We have not had a steady coach for the past three years and we do not have a Program Specialist to assist in implementation.

Teaching and Learning

Teaching and Learning Summary

- All King School teachers adhere to the 360 minute daily instructional schedule.
- 36 out of 41 teachers are fully credentialed. The number will change to 37 at the beginning of the 2022-2023 school year.
- 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.
- 2 bilingual assistants (one full time and one half 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.

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

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 14% of our English Learners are on level and on Tier 1 based on Winter i-Ready. 24% are at Tier 1 School-Wide. **Root Cause/Why:** During COVID, our English Learners did not participate in Distance learning. Teachers are playing catch up. Students are lacking the vocabulary and comprehension needed to access informational text.

Needs Statement 2 (Prioritized): 14% of our students met the Tier 1 criteria for Math. **Root Cause/Why:** Not enough practice on new standards in new curriculum. Students missing the foundational skills for Math. Students got used to using calculators or Google to solve math without learning the concepts and steps.

Parental Engagement

Parental Engagement Summary

- During the 20-21 school year, King school had to be creative in involving parents and building community. Many restrictions for in-person meetings were still in place.
- King School counselors attempted to hold Parent Coffee Hour for parents over Zoom. Since we have not been able to have in person parent classes and/or coffee hour very few attended. In a normal pre-pandemic year, coffee hours were well attend. We hope to improve this next year.
- 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 through STEP-UP and supplemented with the school budget.
- Our School Site Council, ELAC, 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, student computer programs, and monitoring their students progress.
- Our school has a monthly Farmer's Market. 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 have a health center on campus to serve our students, families, and community. Community Medical Centers are the providers. They have written a plan to build a new center on our Preschool grounds.
- King School has a Headstart Preschool on campus.

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.

Our parents are comfortable in approaching staff for support or help.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): We held 5 parent coffee sessions due to low attendance from 24 parent coffee sessions the year before. **Root Cause/Why:** Meetings were held over Zoom due to COVID protocols. Also, we had new counselors that parents didn't know. Parents burned out of Zoom.

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 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 partner 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 children. 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 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 Step UP program coordinator work together in hosting a "Club Live" once a year.
- Our 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.
- 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): Suspensions have had a slight increase from previous year. Chronic absenteeism also increased to 48%. **Root Cause/Why:** Students were only in session for 1 month last year so no discipline issues. The addition of Virtual Academy and Covid protocols have increased absences. Fear of COVID.

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/ELD Smart Goal:

By June 2023, King School will increase all students "on track" to meeting grade level standards by 10% to 34% on i-Ready assessments currently at 24% on Winter i-Ready.

By June 2023, King School will increase all English Learners "on track" to meeting ELA standards by at least 10% to 24% on i-Ready assessments currently 14% on Winter i-Ready.

By June 2023, King School's reclassification rate will increase from 24.10% (19-20 data) by 10% based on the CA. Dashboard to 34.10%. We currently have 14 students for the school year that were reclassified.

By June 2023, 50% of all King School's English Learners will be making progress towards English towards English as based on ELPAC assessment and on the Ca. Dashboard.

By June 2023, 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).

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%.

Identified Need

14% of our English Learners are on level and on Tier 1 based on Winter i-Ready. 24% are at Tier 1 School-Wide.

14% of our students met the Tier 1 criteria for Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA i-Ready Assessments Mid-Year	24%	34%
CAASPP	No Current Data Spring of 2019-ELA -34% and Math=20%	Growth of 5%
Math i-Ready Assessment Mid-year	14%	24%
Running Records and Reading Inventory Benchmarks for K-6	65% passing grade level passage	Growth of 10%

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 a chart maker to create rubric charts. (object code 44000) (LCFF)

Title 1 Budget to cover:

\$5,000 for Duplicating (object code 50643)

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)
\$1500	23030 - LCFF (Site)
\$5000	50643 - Title I

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

Strategy/Activity

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

- * School-wide organizational expectations 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 and AVID EXCEL for LTEL in middle school
- * College and Career Field Trips to local colleges/universities (Sacramento, UoP, Stanford, Stanislaus, etc.)
- * Materials for organization and planning, e.g. binders, pencil pouches, dividers, posters for the strategies
- * 2 AVID coordinators will assist in monitoring and modeling strategies.

These are classroom expert teachers Title I Expenditures include:

Additional Compensation for AVID Coordinators \$5,000 for trainings and planning for training and goal setting activities. (object code 11500)
 2 coordinators X 3.5 hours per month X 12 months X \$60 = \$5,040 (Allocating \$5,000)

Books and Supplies \$23,803(object code 43110)

****General supplies are unallowable using State & Federal funds.****

Field trips \$15,000(object code 57250)

Conference or trainings \$17,000 (object code 52150)

10 attendees X \$1,700 = \$17,000

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)
\$5000	50643 - Title I
\$23803	50643 - Title I
\$15000	50643 - Title I
\$17000	50643 - Title I

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, interventions, after-school tutoring, support staff specifically for ELs, e.g. bilingual paraprofessionals, instructional materials, and monitoring tools. ELAC and SSC recommended increasing Bilingual Aide FTEs. However, budget won't allow. King school will be implementing AVID Excel elective for Middle School and Long-term English Learners to accelerate English proficiency and college and career readiness

-Providing flexibility due to possible transitions from distance learning, hybrid, and in-person learning.

Title I Extended Year/After School Programs Object Code: 11500 \$3,000

Additional Comp for Bilingual Assistants Object Code: 21500 \$3,000

Rosetta Stone Object Code: 58450 \$10,000 Title 1

Teacher Subs Object Code: 11700 \$10,000 Title 1
 50 Days X \$200 = \$10,000
 Bilingual Aides Object Code 21101
 1- .4375 FTE-\$29,391 LCFF

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)
\$3000	50643 - Title I
\$10000	50643 - Title I
\$10000	50643 - Title I
\$29391	23030 - LCFF (Site)

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

Strategy/Activity

Supplemental programs, technology, and Professional Development for teachers on how to use resources effectively e.g. interactive technology and web-based supplemental resources, Accelerated Reader/Reflex Math. Professional development in Google Classroom and extensions that support student learning in and out of the classroom. Professional Development, e.g. Google Classroom and extensions, updated tech equipment e.g. projector, tablet, doc cam,
 Title I Expenditures include:
 Accelerated Reader Object Code 58450 \$15,000
 Reflex Math Object Code 58450 \$5,000
 Chromebooks or Tablets or other supportive interactive media Object Code 43110 \$10,000
 ****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)
\$15000	50643 - Title I
\$5000	50643 - Title I
\$10000	50643 - Title I

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

Strategy/Activity

Create an efficient system for Interventions that are fluid for students to move between Tiers. Provide materials that support each level the students are at whether it is Math or Reading. An intervention teacher will work with targeted students at Tier II to accelerate them to "On-level" work. The intervention teacher will also support with reports of student progress.

Coaches will return from Virtual Academy and King will be receiving 1 coach. They will support teachers and staff in Tier I supports.
 1-FTE Intervention teacher Object Code: 11101 LCFF \$110,000 will be added back in to support the interventions in the classroom and small groups. We will keep the 2- .4375 hour Instructional Assists (\$58,782 Object Code 21101 Title 1) which can support the primary grades during targeted small groups.

Teachers will collaborate and plan how to provide Response to Intervention.

RTI training for teachers in their planning (\$10,000 Title 1 Object Code 52150)

Supplemental materials to support RTI (\$20,000 Object Code 43110 Title 1)

Substitutes (Title I- \$5,000 Object code 11700)
 25 Days X \$200 = \$5,000

Supplemental Materials LCFF Object Code 43110 \$20,000
 ****General supplies are unallowable using State & Federal funds.****

Extended Day/Year (10,000 Title 1 Object Code 11500)
 \$15,000

Intervention Teacher \$157,704 LCFF

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)
\$10000	50643 - Title I
\$20000	50643 - Title I
\$5000	50643 - Title I
\$20000	23030 - LCFF (Site)
\$15000	50643 - Title I
\$58782	50643 - Title I
\$110000	23030 - LCFF (Site)

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

Strategy/Activity

Teachers will implement a literacy program that incorporates complex text in order to prepare students for college and career ready standards. The library will support this by purchasing books that students find high interest yet are high level. Due to the pandemic shut down. We lost a lot of library books. Additional funds towards library books and classroom libraries should be budgeted. Supplemental reading materials are also included. Additionally, the Library media assist will be assisting with parent literacy events. Additional compensation for her time is needed.

Budget expenditures include:

Title I Materials \$15,000 Object Code 43110

****General supplies are unallowable using State & Federal funds.****

Books \$10,000 Object Code 43110

Maintenance Agreements \$9,000 Object Code 56590 LCFF

.625 FTE Library Media Clerk \$54378 Object Code 22601 to support library activities. Additional comp if available will allow the library to be opened longer for increased student access.

Additional Comp \$2,000 LCFF Object Code 22500

Instructional Materials \$20,000 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)
\$15000	50643 - Title I
\$10000	50643 - Title I
\$9000	23030 - LCFF (Site)

\$54378	23030 - LCFF (Site)
\$20000	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)

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. Our ELA and Math Coach (1- FTE Instructional Coach - Centralized Service) will assist in the onsite PD as well as administration.

Teachers will also work in vertical teams to create coherent learning experiences across the school.

Teachers will have the opportunity to attend Unbound Ed Conference, equity trainings, and post collaboration time. The administrative staff will also work with teachers and coaches in ensuring that teachers use an equity lens in their classrooms.

The administrative staff will work with staff to ensure lessons are high quality standards based lessons preparing students for college and career readiness. Teachers may need instructional materials to support.

Expenditures include:

Title I Teacher substitutes for release time for trainings and lesson design \$10,000 Object Code 11700
50 days X \$200 = \$10,000

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)
\$10000	50643 - Title I
\$10000	23030 - LCFF (Site)
\$10000	23030 - LCFF (Site)

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

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]

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 are in the beginning stages of implementation. We received grant money to assist us in exposing our students to the engineering careers. We will also be expanding the CTE through lessons provided by AMAZON. The grant will fund this strategy. Project Lead the Way will expose students to STEM Careers and skills. Opportunities for students and teachers to integrate science into the content.

Proposed Expenditures for this Strategy/Activity

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]

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. Additional materials and supplies will be budgeted.

Field Trips:

- Fog Willow Farms - science based activities for K-3
- Historical Museum - history/social studies for 3 grade
- Hillmar Cheese Factory - science based activities for 2 grade
- Kennedy Gold Mine - history/social studies for 4th grade
- Discovery Museum - science based activities for 6th grade

Expenditures could include:

- Pupil fees for field trip under Title I-\$6,000 object code 58920 LCFF
- 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)
\$6000	50643 - Title I
\$4673	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

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.

The 2021-22 school year presented many challenges with the COVID pandemic still very real. This resulted in some strategies not being implemented.

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.

Strategy 2-

AVID training and school-wide implementation continued. Teachers attended a mid-year training provided by the district. The AVID coordinators were not as active in coaching and mentoring. Administration monitored implementation. Expectations were shared a couple of times a year. AVID strategies were shared at staff meetings. College and career field trips were not allowed due to the pandemic and safety protocols. Materials to support the WICOR strategies were purchased. We are sending a small team to the AVID Summer Institute. Teachers who attended a mid-year AVID PD weekend were compensated for their time.

Strategy 3-

Ongoing professional development in supporting our ELs occurred at staff meetings, Bilingual aides were hired, extended year and after school tutoring were budgeted. We have not had a separate tutoring from Step-up for our ELs this year. 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. We purchased tablets for our TK-K classrooms.

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 were pulled for Virtual Academy. 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 an Instructional assist to help teachers during small group instruction. The IA works with 1-2 since many missed the foundational skills necessary for reading during Distance Learning. The district did not give us coaches this year and we were unable to purchase coaches. They needed them for Virtual Academy.

Strategy 6-

A focus of providing more complex text in order to prepare students for college and career ready standards. was in place. The library purchased books that students find high interest yet are high level. We kept our Library Media Assist and we had regular library hours and schedule for students. Some teacher copy phonics reader blacklines from program to go home for take home reading. Duplicating was budgeted. Classroom literature and non-fiction books were purchased.

Strategy 7-

This strategy is ongoing. The PD, conferences and release for lesson study for equity and rigor has not happened. We have struggled with attendance and finding substitutes for daily instruction. We did pay for .5 FTE of our Assistant Principals to help with the implementation and monitoring classroom instruction.

Strategy 8-Relates to preschool matriculation to the campus. We did hold a summer bridge program. 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. Science Field trips were not allowed this year due to COVID protocols until the last few months of school. Scheduling transportation at this time is difficult. Third grade students did participate in the AG-Venture field trip.

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

Many of the budgeted parts of the SPSA were not purchased due to restraints from COVID. The following did not occur:

*Purchase chart maker to create charts to support the writing process, rubrics, and anchor papers

*Field trips \$15,000(object code 57250)

*Training from Solution Tree experts would support teachers in their planning (\$10,000 Title 1 Object Code 52150)

*1- 3.5 hour Instructional Assists (\$54,906 Object Code 21101 Title 1) was hired. Unable to hire the 2nd one.

*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

*Additional AP to assist in monitoring programs and implementation - District will pay for .5FTE and King school will pay for .5 FTE. Our portion of the salary and benefits is \$91,615 Object code 13201 (We found out at staffing meeting in February that the district picked up this and never told us).

*Expenditures could include:

Pupil fees for field trip under Title I-\$6,000 object code 58920 LCFF

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 5-We intend to bring back the Intervention teacher since the district is paying for the second AP and Extended Year. We need to them to assist in guiding teachers in interventions and supporting teachers.

Under Strategy 10, we will budget for Math PD. Our math scores have dropped a lot after adoption of our new curriculum.

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 1.7 (2020 Dashboard) to 1% by June 2023 on the Ca Dashboard. (Due to the Pandemic and students in Distance Learning during the 20-21 school year, there were zero suspensions.) Current suspensions for the 21-22 school year are at 42 days with 28 individuals. 12 of those are 6th graders and 7 are 7th graders.

School Goal for Attendance/Chronic Truancy:

King School's Chronic Absenteeism rate for the 2019 school year was 12.85%. Due to Covid-19, our Chronic Absenteeism fluctuated with students not logging into their live or asynchronous instruction. Our chronic absenteeism rate jumped to 19.47 by Mid May 2021. By June 2023, King School will decrease their chronic absentee rate by at least 10%. The average daily attendance for this past month was 91.2%. The Chronic Absentee Rate for the 21-22 school year is currently at 47%.

Identified Need

Suspensions have had a slight increase from previous year. Chronic absenteeism also increased to 48%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy suspension reports	1% Year 2019-20	less than 2%
Synergy Attendance reports		95% daily attendance 10% Chronic Absenteeism

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. 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

Expenditures include:

Additional compensation for committee planning and Induction PD days

LCFF-\$10,000 (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)
\$10000	23030 - LCFF (Site)

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)
\$4000	50643 - Title I

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Anticipated expenditures that will need flexibility include:

Noon time sports is important. The district is paying for it this next year.

Enrichment after school chess-\$3,000 LCFF Object code Teacher additional comp 11500.

1 teacher X 5 hours per week X 10 weeks 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)
\$3000	23030 - LCFF (Site)

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.

Expenditure

LCFF \$3,000 12500 object code

1 counselor X 5 hours per week X 10 weeks X \$60 = \$3,000

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)
\$3000	23030 - LCFF (Site)
\$2698	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

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

King school administration meets monthly with the district PBIS team. The King Team meetings within Leadership Team and 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. This was a priority to welcome back our students since Distance Learning. Activities that build a family connectedness within academies has started to be implemented. A digital guidebook was created and posted in our Google Classroom. Teachers and staff reviewed the ROAR matrix, community circle, restorative justice practices.

Strategy 2

Addressing the Chronic Absentees was by our assigned CWA mentor. The CARE team monitored, but our Chronic absentee rate was the highest in ever was. COVID illnesses and Virtual Academy students were the cause of the increase. 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 were not implemented. Our YMCA coach was not available and we were unable to hire due to reduction of people on campus with the COVID protocols. Chess team also wasn't implemented.

Strategy 4

Counselors did some training on RJC, mindfulness, XELLO. Most of the trainings occurred during staff meetings.

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

Funds were not spent out of LCFF YMCA physical fitness activities coach -Consultancy- \$12,000 LCFF Object code 58100

STEM and enrichment activities-\$3,000 LCFF Object code Teacher additional comp 11500.

1 teacher X 5 hours per week X 10 weeks X \$60 = \$3,000

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.

We should be able to implement most of the suggested strategies now that COVID protocols are less restricted.

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 2023, King School will increase parent coffee hour attendance from an average of 5-7 parents attending to 17-20 parents

By June 2023, King School will increase parent and student family engagement activities to one a month.

By June 2023, King School will increase the number of parent connections through meetings and activities by 10%.

(For the 2021-22 school year, we have had 130 Student Study Team meetings)

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in coffee hours or family events	5-7 parents per session	Increase to 15-20 per session
CARE team referrals	128	

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.

Proposed Expenditures for this Strategy/Activity:

Title I Community Assistant 1-.4375 FTE \$29,391 object code 22901 for parent outreach and facilitation of parent activities.

Parent conferences and home visits additional comp \$5,000 11500

LCFF CABE-\$3,000 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)
\$29391	50643 - Title I
\$5000	50643 - Title I
\$3000	23030 - LCFF (Site)

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 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

Expenditures

Title 1- parent nights additional comp
\$5,000 for certificated OC 11500
\$1,500 for classified staff additional comp. OC 22500
Books and supplies \$1,200OC 43110

Parent meeting expenses 3,000 OC 43400
****General supplies are unallowable using State & Federal funds.****

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)
\$5000	50643 - Title I
\$1500	50643 - Title I
\$2000	50647 - Title I - Parent
\$3841	50647 - Title I - Parent

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

LCFF Consultant for Parent Institute \$12,000 OC 58320

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)
\$12000	23030 - LCFF (Site)

Annual Review**SPSA Year Reviewed: 2021-2022**

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 wasn't hired until late in the year. She assists with communication and home visits. We weren't allowed to hold in person parent meetings until March. However, we have held several Student Study Team Meetings (SSTs) mostly on Zoom this school year.

Strategy 2
Parent educational events such as college and career nights, AVID, most parent meetings happened earlier in the year with parent coffee and very few attended.

Strategy 3
Researching the Parent Institute for Quality Education as consultants is still needed.

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

articulated goal.

LCFF Consultant for Parent Institute \$12,000 OC 58320 was not implemented.

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.

We will be able to hold our parent coffee hours in person next year in our parent center.

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	\$319317
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	\$623957

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	\$313476
50647 - Title I - Parent	\$5841

Subtotal of additional federal funds included for this school: **\$319317**

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)	\$304640

Subtotal of state or local funds included for this school: **\$304640**

Total of federal, state, and/or local funds for this school: **\$623957**