

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
Clara J. King Elementary School	30-66480-6027791	January 15, 2020	January 16, 2020

Purpose and Description

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

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.

In 2017, with a goal of helping students become socially and emotionally ready to learn, King school utilized the Collaborative for Academic, Social, and Emotional Learning (CASEL), a resource that provided our staff an overview of Social and Emotional Learning (SEL), guidelines for selection of evidence-based SEL programs, various evidence-based program descriptions, and evaluations of evidence-based programs. Our interest in integrating SEL into our school's educational program was shared with King School stakeholders, including the PTA and School Site Council. Additionally, school wide implementation of a SEL curriculum supported King School's mission to serve every student, every moment, for every opportunity. After reviewing several evidence-based programs King stakeholders chose Promoting Alternative Thinking Strategies (PATHS) curriculum to help students learn ways to manage their feelings, increase concentration and attention, and become better learners. The program includes an important school-home component. Throughout the year, students learn strategies that promote peaceful conflict resolution, self-regulation, empathy, and responsible decision-making through age-appropriate lessons for TK through sixth grade. A focus on SEL has led to expansion of our original implementation. King School established a leadership team and an equity cohort subgroup who is participating in a year-long training to provide the most equitable programs possible for all students. King staff participate in professional development related to equity in a multi-year plan developed by the leadership team. All students at King School, regardless of their academic program, participate in SEL lessons in their general education classrooms at the beginning of the school day. SEL provides all students with a common language that helps them articulate their feelings and learn strategies for self-regulation and problem solving. The Cypress School District's third LCAP goal focuses on providing an engaging, safe, and secure learning environment for all students. Through a universal approach to SEL at King, along with

creating a culturally equitable experience for all students, we are working to create and sustain an environment where all students feel safe and engaged during the school day. Our goal is that students feel positively about their school day and are more likely to attend school and be productive contributors to our school community and the community at large. Through social emotional learning, our goal is that students, especially those who are chronically absent, will want to come to school and engage in the school experience every day.

The entire staff at King School is committed to providing an individualized plan for students who are chronically absent. Each student who is at risk of becoming chronically absent this year will receive an individualized plan to help them attend school regularly.

King School provides an environment of safe, inclusive play which enables students to become involved in organized games while outside.

The Title I teacher provides targeted support for students who are not making progress in the core content areas. The Title I teacher works closely with classroom teachers to plan interventions that are specific to students' needs.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

District-wide surveys for teacher, staff, parents and student stakeholder groups were conducted. Results of these surveys were compiled and used in the development of the District LCAP and in site School Plans. These surveys indicated a need for increased parent involvement and participation opportunities, increased use of technology, and more opportunities for enrichment and arts-based educational programs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom visitations and observations are conducted throughout the school year in order to support instructional practices, monitor student learning, gather data, and offer assistance to teachers as needed. Observations are also conducted to look at specific areas of the curriculum. This year, our observations revealed that our teachers are consistently using Thinking Maps, and students are taking the information off the maps, especially in writing. Teachers are using strategies to engage all learners, such as active participation techniques, collaborative group work, and small group instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP data in conjunction with local assessments (e.g. Reading Counts, DEBELS, BPST), were utilized to identify students' areas of need. This data identifies, for teachers, specific areas of need that will be addressed to improve student achievement. The School and Student Performance Data contains more details regarding our findings. Teachers will work with Instructional Learning Coaches to monitor performance data to assess students progress and adjust instruction based on the data. Small group targeted instruction will be provided by the classroom teacher and as applicable, students will receive target intervention provided by our Title I teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Professional Learning Communities (PLC) groups analyze data and plan interventions which may include the Title 1 teacher. They use measures such as DIBELS, report card grades, IEP goals, grade level assessments, Reading Counts, and formal and informal assessment data. PLCs then plan interventions to target the specific skill deficiencies. Students who need additional support receive small group instruction with interventions (Read Well, Benchmark intervention, and other targeted programs). Tier 3 core replacement programs such as Language! Live are used when needed to meet the needs of students who have intensive needs. Students who need additional support are referred to a Student Study Team to determine next steps for that student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of our teachers are credentialed and attend district and site professional development opportunities. Additionally, we use the "Training of Trainers" model to allow selected teachers to attend outside training and bring the information back to present to our teachers. Classroom observations, peer coaching, and professional conferences related to our school and district goals are also offered as funding is available.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development at our site included expanded Thinking Maps integration with our writing program and English Language Arts program, comprehension strategies, mathematical practices, engagement strategies, small group instruction, and classroom behavior support.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Instructional Learning Coach (ILC) provides assistance and support for teacher professional growth. The ILCs provide support in Benchmark Advance, student engagement, interventions, assessment, small group instruction and student workstations. She provides support to our PLC teams, modeled lessons, and planned lessons with staff. We have identified teacher leaders in the areas of Thinking Maps, Write From the Beginning, STEM, and technology who also provide ongoing support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Professional Learning Communities (PLC) meet weekly to discuss and monitor student progress and plan for needed interventions and enrichment.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students are provided with instruction in their grade level core curriculum based on California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students are provided with the recommended instructional minutes in reading/language arts and math with up to 2.5 hours per day. This instruction may be integrated within other content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers at all grade levels work to ensure that the pacing schedule provides for the appropriate time and sequence of instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to grade level appropriate instructional materials that support the core curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students use grade level, standards-aligned instructional materials, as well as intervention and enrichment materials as needed.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lessons are designed to incorporate scaffolding and student engagement. Formative and summative assessments enable teachers to identify which students need additional assistance. Small group and individualized instruction is provided when needed for struggling students, including assistance from our Title I support teachers.

Evidence-based educational practices to raise student achievement

We utilize whole class instruction, differentiated instruction, small group instruction, and supplemental and core replacement programs to meet the various needs of our students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Children's Advocacy Council, Costco, local high schools, and other community organizations assist our students with resources and with homework help sessions. We also receive support from our local police department, health services agencies, Western Youth Services, and Boys' and Girls' Club for after school educational programs and tutoring as well as other resources.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents have an opportunity to be part of decision making committees: SSC, DELAC, and District LCAP. Through these committees, parents have the opportunity to plan, implement and evaluate ConApp programs (Title I, II and III) at the school and district level.

Parents are encouraged to attend principal-led meetings at Open House and Back to School Night. Other informational sessions include attendance meetings and social emotional learning workshops. These and other information sessions are designed to inform parents how to be actively involved in their child's academic program. Parents are encouraged and offered a variety of ways to be involved in the school, including family nights, volunteering, and parent workshops. The principal communicates an open-door policy and welcomes feedback from members of the King community. Formal surveys offer every family an opportunity to have their voice heard.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds are used for a specialist teacher to provide student support and interventions as needed. Funds are also used for supplemental materials, software, computers, equipment, community involvement, staff development, and parent workshops.

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

The principal facilitated meetings with the King School Site Council, PTA, King staff, and King's Student Advisory Committee student group, to discuss the merit of current Title I programs at King School. Each group has an opportunity to discuss the strengths and relevance of current programs, costs associated with each program, and whether the program is worthy of continuing for King students. The SSC meets four times a year to monitor progress and receives feedback from the PTA, King staff, and King's Student Advisory Committee student groups. Based on performance data and stakeholder feedback, the plan is reviewed and updated.

Clara J. King School developed a written Title I Parent and Family Engagement policy with input from parents, family members, King staff members, School Site Council members, King PTA members, Student Advisory Council, and parent surveys. The policy described the means for carrying out parent involvement. Feedback from the aforementioned sources was used for this annual review and update. (20 USC 6318 (c)(1)) The Family Engagement policy was distributed to families at King School's annual registration event. Furthermore, to involve parents and family members in the Title I program at King School, the school held an annual meeting at Back to School Night in which all families were invited to attend. Family members were informed of their school's participation in the Title I program, and the programs that are funded through Title I. Additionally, families were informed of their right to be involved in their child's education.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.56%	0.18%		3	1
African American	4.1%	4.48%	2.81%	23	24	16
Asian	21.3%	25.56%	26.89%	118	137	153
Filipino	7.9%	7.09%	6.68%	44	38	38
Hispanic/Latino	39.1%	36.57%	38.66%	217	196	220
Pacific Islander	0.5%	0.93%	1.05%	3	5	6
White	17.7%	16.60%	16.7%	98	89	95
Multiple/No Response	%	%	%			
Total Enrollment				555	536	569

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	82	97	96
Grade 1	63	63	84
Grade 2	76	62	67
Grade3	77	75	75
Grade 4	82	76	82
Grade 5	89	75	78
Grade 6	86	88	87
Total Enrollment	555	536	569

Conclusions based on this data:

1. Overall student enrollment has increased slightly from 2016/17
2. The student group data demonstrates over the last three years that enrollment at King School by subgroup has remained constant.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	109	108	139	19.6%	20.1%	24.4%
Fluent English Proficient (FEP)	82	72	65	14.8%	13.4%	11.4%
Reclassified Fluent English Proficient	10	10	10	9.5%	9.2%	9.3%

Conclusions based on this data:

1. The percent of English learners at King School has increased by 5% since the 2016/17 school year.
2. Fewer students by percentage were initially designated as Fluent English Proficient (FEP) in 2018/19 than in the two previous school years.
3. The rate of annual reclassification as Fluent English Proficient (RFEP) has remained at slightly over 9% for the last three school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	78	78	79	74	76	79	74	76	98.8	94.9	97.4
Grade 4	80	76	79	79	75	76	79	75	76	98.8	98.7	96.2
Grade 5	91	76	80	91	73	80	91	73	80	100	96.1	100
Grade 6	84	87	89	82	86	87	82	86	87	97.6	98.9	97.8
All	335	317	326	331	308	319	331	308	319	98.8	97.2	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2422.	2450.	2457.	26.58	33.78	34.21	13.92	25.68	30.26	31.65	25.68	23.68	27.85	14.86	11.84
Grade 4	2449.	2456.	2477.	17.72	29.33	31.58	29.11	13.33	23.68	15.19	18.67	22.37	37.97	38.67	22.37
Grade 5	2529.	2515.	2511.	30.77	26.03	23.75	35.16	38.36	31.25	16.48	13.70	20.00	17.58	21.92	25.00
Grade 6	2535.	2561.	2539.	15.85	31.40	20.69	39.02	27.91	40.23	26.83	26.74	16.09	18.29	13.95	22.99
All Grades	N/A	N/A	N/A	22.96	30.19	27.27	29.61	26.30	31.66	22.36	21.43	20.38	25.08	22.08	20.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.58	32.43	38.16	44.30	52.70	44.74	29.11	14.86	17.11
Grade 4	25.32	25.33	28.95	40.51	46.67	44.74	34.18	28.00	26.32
Grade 5	35.16	28.77	36.25	43.96	47.95	38.75	20.88	23.29	25.00
Grade 6	25.61	37.21	29.89	45.12	40.70	45.98	29.27	22.09	24.14
All Grades	28.40	31.17	33.23	43.50	46.75	43.57	28.10	22.08	23.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.52	27.03	21.05	43.04	51.35	60.53	35.44	21.62	18.42
Grade 4	16.46	25.33	14.47	44.30	38.67	65.79	39.24	36.00	19.74
Grade 5	38.46	27.40	31.25	43.96	46.58	53.75	17.58	26.03	15.00
Grade 6	28.05	34.88	17.24	51.22	46.51	55.17	20.73	18.60	27.59
All Grades	26.59	28.90	21.00	45.62	45.78	58.62	27.79	25.32	20.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.72	28.38	30.26	60.76	63.51	61.84	21.52	8.11	7.89
Grade 4	16.46	22.67	22.37	59.49	62.67	69.74	24.05	14.67	7.89
Grade 5	26.37	20.55	28.75	63.74	68.49	56.25	9.89	10.96	15.00
Grade 6	13.41	26.74	26.44	70.73	55.81	56.32	15.85	17.44	17.24
All Grades	18.73	24.68	26.96	63.75	62.34	60.82	17.52	12.99	12.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.78	36.49	40.79	50.63	52.70	42.11	26.58	10.81	17.11
Grade 4	16.46	28.00	22.37	54.43	45.33	55.26	29.11	26.67	22.37
Grade 5	40.66	28.77	28.75	45.05	47.95	42.50	14.29	23.29	28.75
Grade 6	29.27	50.00	36.78	52.44	40.70	44.83	18.29	9.30	18.39
All Grades	27.79	36.36	32.29	50.45	46.43	46.08	21.75	17.21	21.63

Conclusions based on this data:

1. For the last three years, the percentage of students taking the CAASPP test remained above 97%.
2. As a whole, the rate of students who exceeded standard decreased in 2018/19 by 2.9%. The percentage of students who met standard increased by 5.4%, in 2018/19. The number of students who nearly met standard decreased by 1.04% in 2018/19. The percentage of students not meeting standard decreased by 2.11%.
3. Students demonstrated the most growth in writing, and declined slightly in research/inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	78	78	80	75	78	80	75	78	100	96.2	100
Grade 4	80	76	79	79	75	78	79	75	78	98.8	98.7	98.7
Grade 5	91	76	80	91	75	79	91	75	80	100	98.7	98.8
Grade 6	84	87	89	84	87	89	84	87	89	100	100	100
All	335	317	326	334	312	324	334	312	325	99.7	98.4	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2469.	2474.	28.75	37.33	42.31	26.25	32.00	26.92	23.75	18.67	17.95	21.25	12.00	12.82
Grade 4	2469.	2473.	2498.	17.72	24.00	32.05	27.85	14.67	29.49	25.32	37.33	21.79	29.11	24.00	16.67
Grade 5	2512.	2494.	2514.	20.88	17.33	24.05	29.67	25.33	17.72	23.08	24.00	32.91	26.37	33.33	25.32
Grade 6	2535.	2567.	2541.	20.24	28.74	24.72	25.00	34.48	24.72	32.14	20.69	29.21	22.62	16.09	21.35
All Grades	N/A	N/A	N/A	21.86	26.92	30.56	27.25	26.92	24.69	26.05	25.00	25.62	24.85	21.15	19.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.50	54.67	56.41	31.25	30.67	25.64	26.25	14.67	17.95
Grade 4	29.11	28.00	47.44	25.32	36.00	32.05	45.57	36.00	20.51
Grade 5	29.67	21.33	26.58	28.57	36.00	39.24	41.76	42.67	34.18
Grade 6	29.76	43.68	31.46	36.90	35.63	38.20	33.33	20.69	30.34
All Grades	32.63	37.18	40.12	30.54	34.62	33.95	36.83	28.21	25.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.50	45.33	41.03	55.00	40.00	44.87	17.50	14.67	14.10
Grade 4	29.11	20.00	33.33	37.97	49.33	46.15	32.91	30.67	20.51
Grade 5	29.67	20.00	21.52	46.15	50.67	51.90	24.18	29.33	26.58
Grade 6	23.81	32.18	21.35	42.86	47.13	48.31	33.33	20.69	30.34
All Grades	27.54	29.49	29.01	45.51	46.79	47.84	26.95	23.72	23.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.50	45.33	46.15	45.00	37.33	38.46	22.50	17.33	15.38
Grade 4	25.32	25.33	33.33	48.10	46.67	42.31	26.58	28.00	24.36
Grade 5	20.88	8.00	21.52	51.65	57.33	54.43	27.47	34.67	24.05
Grade 6	20.24	35.63	31.46	50.00	45.98	48.31	29.76	18.39	20.22
All Grades	24.55	28.85	33.02	48.80	46.79	45.99	26.65	24.36	20.99

Conclusions based on this data:

1. The percentage of students who took the CAASPP test remained at above 98% over the last two years.
2. The percentage of students who exceeded and met standard increased as a whole in 2018/19, and increased by 1.3%. The percentage of students who nearly met standard increased slightly. Students who did not meet standard decreased by 2% in 2018/19 from 2017/18.
3. King students performed best, and made growth in problem solving/data analysis, and declined slightly in communicating reasoning and concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1441.5	1428.8	1442.4	1433.8	1439.4	1416.9	28	36
Grade 1	1481.9	1501.3	1473.7	1475.2	1489.6	1527.0	18	22
Grade 2	1496.3	1500.3	1494.4	1492.8	1497.6	1507.3	15	21
Grade 3	1499.9	1503.3	1499.0	1487.0	1500.5	1519.2	12	17
Grade 4	1514.5	1525.5	1511.4	1513.7	1517.1	1537.1	14	19
Grade 5	1516.3	1555.7	1506.5	1548.8	1525.6	1562.0	11	13
Grade 6	*	1553.9	*	1557.6	*	1549.9	*	15
All Grades							106	143

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.86	8.33	*	44.44	*	38.89	*	8.33	28	36
1	66.67	27.27	*	54.55		13.64	*	4.55	18	22
2	*	23.81	*	47.62	*	23.81		4.76	15	21
3	*	29.41	*	47.06	*	17.65	*	5.88	12	17
4	*	42.11	*	31.58		15.79	*	10.53	14	19
5	*	53.85	*	30.77	*	7.69	*	7.69	11	13
6	*	46.67	*	26.67	*	13.33		13.33	*	15
All Grades	40.57	28.67	33.96	41.96	16.04	21.68	*	7.69	106	143

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.43	13.89	*	44.44	*	30.56	*	11.11	28	36
1	66.67	18.18	*	59.09	*	18.18	*	4.55	18	22
2	*	42.86	*	28.57		28.57		0.00	15	21
3	*	23.53	*	64.71	*	5.88	*	5.88	12	17
4	*	47.37	*	31.58	*	5.26	*	15.79	14	19
5	*	76.92	*	15.38	*	0.00	*	7.69	11	13
6	*	66.67	*	20.00	*	6.67		6.67	*	15
All Grades	55.66	35.66	26.42	39.86	10.38	16.78	*	7.69	106	143

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.86	8.33	*	44.44	*	47.22	*	0.00	28	36
1	*	36.36	*	40.91	*	13.64		9.09	18	22
2	*	9.52	*	61.90	*	19.05		9.52	15	21
3		17.65	*	41.18	*	29.41	*	11.76	12	17
4	*	21.05	*	42.11	*	31.58	*	5.26	14	19
5	*	15.38	*	38.46	*	46.15	*	0.00	11	13
6		20.00	*	26.67	*	26.67	*	26.67	*	15
All Grades	29.25	17.48	32.08	43.36	28.30	31.47	10.38	7.69	106	143

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	64.29	25.00	*	63.89	*	11.11	28	36	
1	83.33	59.09	*	40.91	*	0.00	18	22	
2	86.67	42.86	*	52.38		4.76	15	21	
3	*	23.53	*	70.59		5.88	12	17	
4	*	42.11	*	47.37	*	10.53	14	19	
5	*	23.08	*	76.92	*	0.00	11	13	
6		40.00	*	60.00		0.00	*	15	
All Grades	60.38	36.36	34.91	58.04	*	5.59	106	143	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.56	57.14	77.78	*	16.67	28	36
1	*	4.55	*	86.36	*	9.09	18	22
2	*	33.33	*	61.90		4.76	15	21
3	*	41.18	*	52.94	*	5.88	12	17
4	78.57	57.89	*	26.32	*	15.79	14	19
5	*	84.62		7.69	*	7.69	11	13
6	*	73.33	*	13.33		13.33	*	15
All Grades	50.94	34.97	36.79	53.85	12.26	11.19	106	143

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.78	67.86	91.67		5.56	28	36
1	*	45.45	*	45.45	*	9.09	18	22
2	*	9.52	*	80.95	*	9.52	15	21
3	*	23.53	*	58.82	*	17.65	12	17
4	*	21.05	*	68.42	*	10.53	14	19
5	*	15.38	*	76.92	*	7.69	11	13
6	*	26.67	*	40.00	*	33.33	*	15
All Grades	32.08	18.88	50.94	69.23	16.98	11.89	106	143

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.29	61.11	*	36.11	*	2.78	28	36
1	*	36.36	*	59.09	*	4.55	18	22
2	*	23.81	*	66.67		9.52	15	21
3	*	41.18	*	52.94	*	5.88	12	17
4	*	21.05	*	78.95	*	0.00	14	19
5	*	38.46	*	61.54	*	0.00	11	13
6	*	33.33	*	53.33		13.33	*	15
All Grades	42.45	39.16	48.11	55.94	*	4.90	106	143

Conclusions based on this data:

1. More students took the ELPAC in Kindergarten than in any other grade level (36). The fewest students who took the ELPAC were in 5th grade (13). The number of students taking the ELPAC increased by 37 students from 2017/18 to 2018/19.
2. The percentage of students who scored in the well-developed range in reading decreased by 13.2% ,15.97% in speaking, and 24.02% in listening.
3. Students scored lowest in written language with 60.88% scoring in level 3 or 4, and scored highest in the speaking and listening Domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
569	55.2	24.4	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	139	24.4
Foster Youth	1	0.2
Homeless	89	15.6
Socioeconomically Disadvantaged	314	55.2
Students with Disabilities	55	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.8
American Indian	1	0.2
Asian	153	26.9
Filipino	38	6.7
Hispanic	220	38.7
Two or More Races	40	7.0
Pacific Islander	6	1.1
White	95	16.7





Conclusions based on this data:

1. The percentage of students who come from socioeconomically disadvantaged families remains above 50%.
2. Hispanic students made up the largest percentage of the student population in 2018/19 at 38.7%.
3. 15% of students from King School are considered homeless.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 849 533">Orange</p>	<p data-bbox="1182 426 1398 457">Suspension Rate</p>  <p data-bbox="1260 506 1315 533">Blue</p>
<p data-bbox="253 623 412 655">Mathematics</p>  <p data-bbox="297 703 368 730">Green</p>		

Conclusions based on this data:

1. The suspension rate was very low. Chronic Absenteeism increased during the 2018/19 school year.
2. English Learners performed in the orange level.
3. Two subgroups performed in the yellow level in English language arts, and one subgroup performed in the red/orange level in math.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>13 points above standard</p> <p>Maintained -0.5 points</p> <p>302</p>	<p>English Learners</p>  <p>Green</p> <p>13.8 points above standard</p> <p>Declined -13.1 points</p> <p>80</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>Orange</p> <p>17.6 points below standard</p> <p>Declined -13.5 points</p> <p>47</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>5.9 points below standard</p> <p>Maintained ++0.1 points</p> <p>168</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>64.5 points below standard</p> <p>Increased Significantly ++32.1 points</p> <p>40</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 Green 50.7 points above standard Declined -12.1 points 77	 No Performance Color 48.7 points above standard Declined -4.6 points 25
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.3 points below standard Increased ++7.5 points 119	 No Performance Color 14.6 points above standard Declined -7.3 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 23.3 points above standard Increased ++11.1 points 45

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
16.9 points below standard Increased Significantly ++32.6 points 54	77.5 points above standard Increased ++3.8 points 26	1.3 points above standard Maintained -0.9 points 196

Conclusions based on this data:

1. In English language arts, in the all students group, students performed at the green (high) level. English Learners performed similarly to the all students group, in the green level. Homeless students and students in the socioeconomically disadvantaged group performed in the orange level, which was similar to their 2015/16 performance. The Asian student group continued to perform in the blue (highest) level.
2. Students with disabilities performed in the yellow level
3. Current English Learners and reclassified English Learners had slight increases in their overall ELA scores.

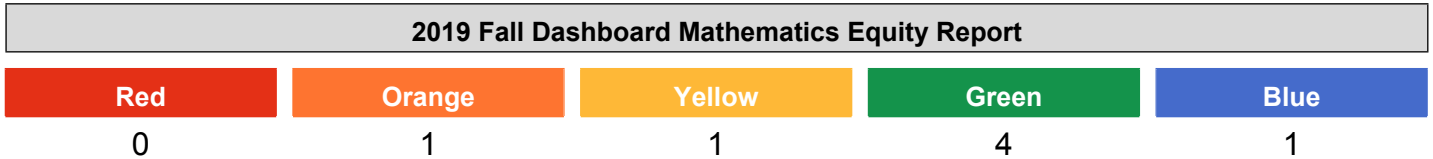
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7 points above standard</p> <p>Increased ++4.2 points</p> <p>303</p>	<p>English Learners</p>  <p>Green</p> <p>15.4 points above standard</p> <p>Declined -4.3 points</p> <p>81</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>Orange</p> <p>32 points below standard</p> <p>Declined -10.8 points</p> <p>47</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>11.6 points below standard</p> <p>Increased ++9 points</p> <p>168</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>85.1 points below standard</p> <p>Increased Significantly ++21.4 points</p> <p>40</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 Blue 57.8 points above standard Maintained -1.4 points 78	 No Performance Color 40 points above standard Increased ++6.5 points 25
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.4 points below standard Increased ++13.4 points 119	 No Performance Color 8 points below standard Declined -7.8 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 3.6 points above standard Maintained 0 points 45

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
12.5 points below standard Increased Significantly ++35.7 points 54	71.4 points above standard Increased ++10 points 27	6.2 points below standard Increased ++4.8 points 196

Conclusions based on this data:

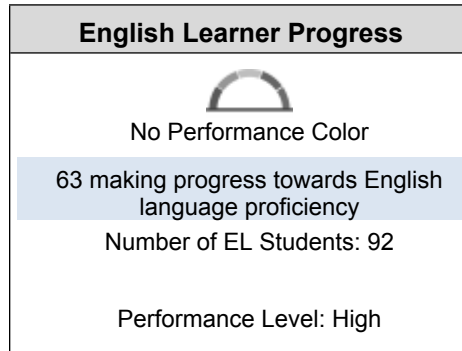
- In math, in the all students group, students performed at the green (high) level. English Learners and socioeconomically disadvantaged students performed in the green (high) level. There was an increase in the Hispanic subgroup of 13.4 points, while students with disabilities increased by 21 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	17	10	48

Conclusions based on this data:

1. 17 English Learners decreased one level on their English language proficiency assessment.
2. 17 English Learners maintained their proficiency level, and 10 students maintained a Level 4.
3. 48 English Learners progressed at least one level on their English language proficiency assessment.

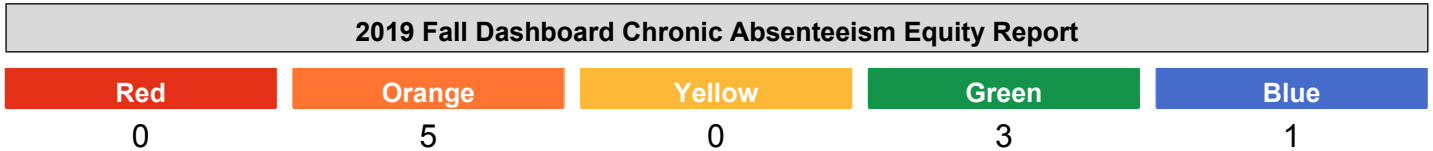
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 5.8 Increased +2.2 605	<p>English Learners</p>  Blue 1.9 Declined -2.2 154	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  Orange 12.2 Increased +4.3 98	<p>Socioeconomically Disadvantaged</p>  Orange 7.4 Increased +2.6 352	<p>Students with Disabilities</p>  Orange 13.9 Increased +5.3 72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.8 Maintained -0.2 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 1.2 Increased +0.5 161	 Green 2.6 Declined -2.5 38
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.5 Increased Significantly +4.6 241	 Orange 9.3 Increased +4.8 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 4.2 Maintained -0.1 96

Conclusions based on this data:

1. In the all student group, chronic absenteeism was at 5.8%, the orange level (low)
2. Asian students had the lowest chronic absenteeism at 1.2%, although there was a slight increase of .5% in 2018/19. English Learners showed the greatest decline in chronic absenteeism by declining by 2.2% in 2018/19
3. Homeless students, socioeconomically disadvantaged, students with disabilities, and Hispanic students performed in the orange level (low).

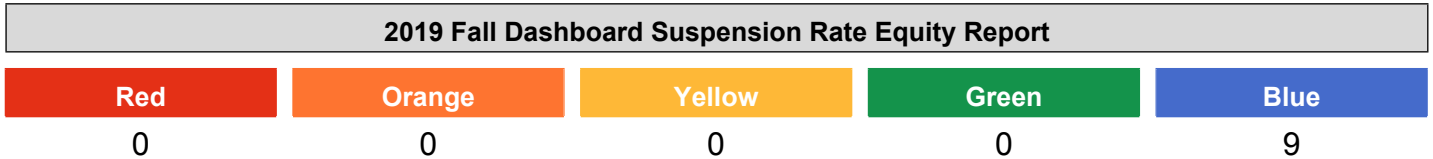
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0 Declined -0.3 619	<p>English Learners</p>  Blue 0 Maintained 0 157	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  Blue 0 Declined -1.1 100	<p>Socioeconomically Disadvantaged</p>  Blue 0 Declined -0.5 357	<p>Students with Disabilities</p>  Blue 0 Declined -1.4 72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 18	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 165	 Blue 0 Maintained 0 38
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.9 247	 Blue 0 Maintained 0 44	 No Performance Color Less than 11 Students - Data 7	 Blue 0 Maintained 0 98

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0

Conclusions based on this data:

1. All student groups had very low suspension rates (blue).
2. Suspension rates declined or were maintained in the all students group.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal 3: Provide an engaging, safe, and secure learning environment for all students.

Goal 1

Students who are chronically absent will receive an individualized success plan to improve attendance rates.

Identified Need

Students from socioeconomic disadvantaged families, students with disabilities, homeless students, Hispanic students and students with two or more races have a rate of chronic absenteeism that is higher than their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism rates as measured by the CA Dashboard	<p>2018 All Students 3.6% Filipino having the greatest gap with 5.1% chronic absenteeism</p> <p>2019 There was an increase of 2.2% for the All Student group to 5.8%, Homeless, 12.2%, Socioeconomically Disadvantaged, 7.4%, Students with Disabilities, 13.9%, Two or More Races, 9.3%, and Hispanic, 7.5%, Placing all four student groups in the at-risk "orange" category.</p> <p>There was a decrease of Filipino absenteeism. This subgroup no longer qualifies in the at-risk categories of red or orange.</p>	<p>2020 Decrease chronic absenteeism by 2% overall Maintain school attendance at 96.5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilities, Hispanic students, socioeconomically disadvantaged students, students with two or more races, and homeless students.

Strategy/Activity

Principal shares attendance data with grade level teams and office staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Instructional supplies/materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities, Hispanic students, socioeconomically disadvantaged students, students with two or more races, and homeless students.

Strategy/Activity

Principal attends Parent/Teacher conferences of students at risk of becoming chronically absent or tardy this year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Substitutes

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

Principal and office staff meet weekly to discuss weekly attendance data.

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)

300

Source(s)

Title I
4000-4999: Books And Supplies
Matials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students with improved attendance receive recognition from principal. Students with perfect attendance have a chance to win a bike or scooter each trimester.

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)

800

Source(s)

Title I
4000-4999: Books And Supplies
Materials and Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

This is a new goal for the 2019/20 school year.

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

Teacher are provided with release time to attend conferences with the principal.

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.

King School has identified personalized annual outcomes, metrics, or strategies/activities aligned to the LCAP but specific to the school's needs in the new template.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

Goal 2: Provide a wide variety of family and community involvement opportunities with open and transparent communication to assure accurate, timely information.

Goal 2

The school must provide ways for all families to feel connected and engaged with school programs and activities.

Identified Need

There is a need to encourage King families and the community to be active partners at King School. There is a diverse population at King School and there is a need to ensure that all families have access to the school community in a wide variety of ways with open and transparent communication between school and home. There is a need to provide family involvement and education opportunities at a variety of times to meet the demands of the working and stay-at-home parents. All of these outreach efforts will engage parents as partners in the educational process and will serve to strengthen the goals listed throughout this plan, including improving academic achievement, student engagement, and student attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents will be provided with opportunities to participate in decision-making school advisory committees.	<p>2018 King School has a School Site Council (SSC) that includes parent representation as required in EC. 52852/35147. King School has an identified parent representative for Local Control and Accountability Plan (LCAP) and District English Language Advisory Committees (DELAC).</p> <p>2019 Maintained</p>	<p>2020 Maintain</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in school involvement opportunities with outreach to all students.	<p>2018 Parent education classes were offered along with site-based and district support, with translation provided at various times/locations.</p> <p>Weekly school newsletters, district eNew (8 times/yr), monthly Board meeting highlights (12 times/yr), monthly newsletters and automated emails texts, and phone calls provide timely and frequent communication.</p> <p>2019 Maintained</p>	2020 Maintain

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged and English Learners

Strategy/Activity

Offer relevant opportunities for parents and families to be engaged in school activities and decision-making.

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)
6,500	Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Education
1,000	Title I 2000-2999: Classified Personnel Salaries Childcare

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Parents are more involved and have increased their participation in school events, activities and leadership opportunities.

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

There are no major differences.

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.

King School has identified personalized annual outcomes, metrics, or strategies/activities aligned to the LCAP but specific to the school's needs in the new template.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

Provide safe positive learning environment for all students.

Goal 3

Students who learn in a positive environment will develop pro-social and learning behaviors that enable them to perform at their best.

Identified Need

Many students from all groups do not possess the pro-learning behaviors, especially in the area of concentration/attention, that enable them to learn at their optimal levels

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys	<p>2018 PATHS Survey Data: Initial implementation of PATHS Concentration and Attention was determined to be an area of need for 82% of primary students and 81% of upper grade students.</p> <p>2019 PATHS Survey Data: Full implementation of PATHS 23% of primary grade students and 17% of upper grade students were identified at the end of the school year for continued support in the areas of Concentration and Attention</p> <p>Baseline Data: 92% of King students who are socioeconomically disadvantaged report through Boys and Girls Club Survey that they feel safe at school.</p>	<p>2020</p> <p>Maintain implementation of PATHS</p> <ul style="list-style-type: none"> • Staff begins restorative practices and culturally responsive classroom environment training and implementation. • Continue to focus on concentration and attention through PATHS curriculum for students who continue to have this as an area of need to see an decrease in the number of students with the area of need by 2% <p>Maintain a high percentage of students who that they feel safe at school as measured</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		through the Boys and Girls Club Survey.
Observations Playworks Survey	2018 Initial implementation of Playworks 2019 Partial implementation of Playworks with decrease of behavior referrals from the playground	2020 Full implementation of Playworks with the release of a full time Playworks Coach and integration of King Staff as on site Coach.
SST referrals related to behavior	2018 Limited access to counseling/support services 2019 Full time counselor with support services offered 2018 19 referrals to SST due to behavior 2019 15 referrals to SST due to behavior	2020 Continue to refer students to counseling as needed based for behaviors Reduce the number of of referrals to SST by 3

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Expand Social and Emotional Learning Support System to begin integration of Universal Design for Learning and Equity, including restorative justice practices.

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)
21,000	Title I 5800: Professional/Consulting Services And Operating Expenditures PlayWorks
1,700	Title I 4000-4999: Books And Supplies Paths Matherials
95,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Western Youth Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers attend trainings to expand social and emotional learning/ culturally responsive design, to their classroom routines and behavior management systems.

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)
3,000	Title I 1000-1999: Certificated Personnel Salaries Substitutes

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Students are using the academic language used in their social-emotional curriculum. Teachers report through end-of-year survey a significance decrease in behaviors that disrupt learning, such as aggression/disruptive behavior, concentration/attention, and social and emotional competence.

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

No major differences

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.

King School has identified personalized annual outcomes, metrics, or strategies/activities aligned to the LCAP but specific to the school's needs in the new template.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Goal 1: Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.

Goal 4

Increase student achievement in English language arts and math for at risk student groups.

Identified Need

Students who are socioeconomically disadvantaged, students with disabilities, homeless students and Hispanic students do not perform as well as their peers on state assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP: ELA and math	<p>2018 CAASPP 54% of students met or exceeded standard in English Language Arts. 56% of students met or exceeded standard in Math.</p> <p>2019 CAASPP 55% of students met or exceeded standard in English Language Arts. 59% of students met or exceeded standard in Math.</p> <p>Identified area of need-48.9% of socioeconomically disadvantaged students met or exceeded standard in ELA</p> <p>45.9% of socioeconomically disadvantaged students met or exceeded standard in Math</p>	<p>2020 CAASPP- Dashboard English Language Arts 57% of students will meet or exceed standards in English Language Arts. 60% of students will meet or exceed standards in Math.</p> <p>51.9 % of socioeconomically disadvantaged students will meet or exceed standards in English Language Arts.</p> <p>48.9% of socioeconomically disadvantaged students will meet or exceed standards in Math.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide targeted intervention by a credential teacher

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)
97,000	Title I 1000-1999: Certificated Personnel Salaries Title I Teacher
10,000	Title I 1000-1999: Certificated Personnel Salaries Intervention
21,000	Title I 4000-4999: Books And Supplies Supplemental materials, supplies and technology

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Student achievement saw growth overall.

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

No changes from the 2017/18 school year

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

King School has identified personalized annual outcomes, metrics, or strategies/activities aligned to the LCAP but specific to the school's needs in the new template.

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	\$258,800
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	\$258,800.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$258,800.00

Subtotal of additional federal funds included for this school: \$258,800.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$258,800.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	258,800.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	111,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	24,300.00
5800: Professional/Consulting Services And Operating Expenditures	122,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	111,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	24,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	122,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,600.00

Goal 2
Goal 3
Goal 4

7,500.00
120,700.00
128,000.00

School Site Council Membership

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

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

Name of Members	Role
Jacki Teschke	Principal
Kimberly Randazzo	Classroom Teacher
Jessica DeVry	Classroom Teacher
Jaime Berry	Classroom Teacher
Heather Shultz	Parent or Community Member
David Burner	Parent or Community Member
Christine Castro	Parent or Community Member
Gilma Li	Parent or Community Member
Michael Frieson	Parent or Community Member
Kelly Fraser	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

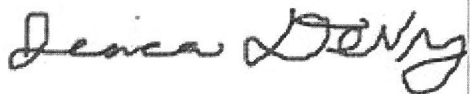
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 15, 2020.

Attested:



Principal, Jacki Teschke on January 15, 2020



SSC Chairperson, Jessica DeVry on January 15, 2020