School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John C. Kimball High School	39-75499-0119040	May 13, 2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by John C. Kimball High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

  KHS qualifies for ATSI this year in the student subgroups of African American, Students with Disabilities, and Homeless in the suspension category.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by John C. Kimball High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

  KHS qualifies for ATSI this year in the student subgroups of African American, Students with Disabilities, and Homeless in the suspension category.

Our plan has been developed with input from all appropriate educational partner groups. This includes our students, staff, and parents, including our School Site Council and ELAC.

Educational Partner Involvement

How, when, and with whom did John C. Kimball High 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

Throughout the school year the School Site Council (SSC) is briefed about the variety of programs that exist on the campus and what they are doing to support student achievement. The budget for these programs is also reviewed in this process, multiple times throughout the year. The SSC asks questions about the programs and is able to voice concerns about changes that may need to be made, or offer their approval about what is being accomplished. The final draft of the SPSA is presented to the SSC in April for approval. In addition to the SSC, the ELAC and PTSA are presented with updates and elements of programs at Kimball High School, and they offer suggestions or give their affirmation, all of which is taken into account in drafting the plan.
SSC Meeting Dates: 8/22/24, 10/24/24, 11/21/24, 1/23/25, 2/20/25, 4/3/25, 5/1/25, 5/8/25

Teachers and staff are involved by looking at the previous SPSA action plan and providing their input on how the action plan should be updated to provide greater clarity, focus, and staff buy-in. This has generally taken place during Monday staff meetings, department, and PLC collaboration meetings. Site and ERM meetings include: 8/5/24, 9/30/24, 10/14/24, 11/4/24, 12/2/24, 1/13/25, 2/24/25, 3/24/25, 4/14/25. The administration synthesized all input into a draft plan, which was presented to the SSC, Kimball Department chairs, and Kimball staff.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

KHS qualifies for ATSI in the student subgroups of African American, Students with Disabilities, and Homeless in the suspension category. The African American, Students with Disabilities, and Homeless subgroups were in the Red category. Resources and services were allocated to support student's with social-emotional needs, however more work needs to be done to support students prior to dsicipline. After reviewing the California Data Dashboard information for KHS, it was observed that overall achievement in English Language Arts and Math for English Learners is in the very low category for these subgroups. More intervention and resources need to be allocated for target support for students who are struggling academically and who are not on track to graduate in four years. In the College and Career Readiness category, no student subgroups were in the very low category, but there were several in the low category: English Learners, Students with Disabilities, and Filipino. Kimball High School qualifies for ATSI in the areas of Suspension and Career and College under the new accountability system, with the Dashboard Indicator and subgroup data.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

For Academics, there was one group in the Red category for ELA: Students w/Disabilities. In Math, there were two groups in the Red category: EL students and Students w/Disabilities. For suspensions, there were a number of sub groups in the Red category: All Students, EL Students, Homeless Students, Students with Disabilities, and African American Students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Subgroups two levels below "all student" performance: ELA = Students w/Disabilities ; Math = Students w/Disabilities and EL Students. There are four subgroups two levels below "all students" in College and Career: EL Students, Socio-Economically Disadvantaged Students, Students w/Disabilities, and Filipino Students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The counseling Department will continue their work with the RAMP process to identify struggling students in order to provide additional support and resources to help increase students achievement. They will also continue working to increase the A-G completion rate and College and Career Readiness. Metrics to include: grades, intervention participation rates, A-G completion rates, C&C data, and attendance. A process and task force needs to be developed and implemented to monitor the effectiveness of MTSS programs.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John C. Kimball High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.06%	0.12%	0.24%	1	2	4
African American	6.79%	7.22%	6.59%	110	116	109
Asian	21.78%	21.97%	24.79%	353	353	410
Filipino	8.08%	8.71%	7.98%	131	140	132
Hispanic/Latino	36.15%	35.72%	35.07%	586	574	580
Pacific Islander	0.86%	1.12%	0.97%	14	18	16
White	20.30%	19.1%	18.20%	329	307	301
Two or More Races	5.98%	6.04%	6.17%	97	97	102
Not Reported	%	0%	%	0	0	
			Total Enrollment	1,621	1607	1654

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	411	394	395
Grade 10	473	424	409
Grade 11	347	459	413
Grade 12	390	330	437
Total Enrollment	1,621	1,607	1,654

Conclusions based on this data:

1. Enrollment was fairly static from 2022-23 and 2023-24. There was an anticipated increase in enrollment for the 2024-25, but this did not materialize. Enrollment projections again show an increase in enrollment for the 2025-26 School Year.
2. The Hispanic Subgroup is still the largest subgroup of students on campus but seems to be on a slight decline over the past few years from 35.72% to 35.07%.
3. The Asian Subgroup is the 2nd largest subgroup which has been slowly increasing from 21.78 to 24.79% over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	164	142	116	9.2%	10.1%	7.0%
Fluent English Proficient (FEP)	524	525	587	30.7%	32.3%	35.5%
Reclassified Fluent English Proficient (RFEP)	457	460	515	22.3%	28.2%	81.6%

Conclusions based on this data:

1. Solid progress was made in assessing students and helping them successfully make progress to re-designate.
2. The number of EL's has been slowly declining over the past few years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	335	438	399	324	428	395	322	428	395	96.7	97.7	99
All Grades	335	438	399	324	428	395	322	428	395	96.7	97.7	99

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2579.	2610.	2623.	19.88	25.70	32.15	30.43	37.62	37.47	28.26	22.43	16.46	21.43	14.25	13.92
All Grades	N/A	N/A	N/A	19.88	25.70	32.15	30.43	37.62	37.47	28.26	22.43	16.46	21.43	14.25	13.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.12	25.29	30.63	57.76	62.76	54.43	21.12	11.94	14.94
All Grades	21.12	25.29	30.63	57.76	62.76	54.43	21.12	11.94	14.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	25.39	34.11	40.25	55.17	49.77	44.56	19.44	16.12	15.19
All Grades	25.39	34.11	40.25	55.17	49.77	44.56	19.44	16.12	15.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.87	16.36	19.49	71.43	74.07	72.91	17.70	9.58	7.59
All Grades	10.87	16.36	19.49	71.43	74.07	72.91	17.70	9.58	7.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	17.39	21.96	30.89	68.32	67.06	60.51	14.29	10.98	8.61
All Grades	17.39	21.96	30.89	68.32	67.06	60.51	14.29	10.98	8.61

Conclusions based on this data:

1. There was a significant increase in scores across the board in ELA iStudents At or Above Standard. The number of students scoring At or Above Standard increased by over 4% last year and 14% over the last two years.
Overall Scores At or Above Standard: 63.32% in 22-23 to 67.94% in 23-24.
Overall Scores Standard Nearly Met: 22.43% decreased to 16.46%
Overall Scores Standard Not Met: 14.25% decreased to 13.92%

2. In Each of the Subsections there was also a significant increase in the percentage of students Above Standard from 2021-22 to 2022-23.
Reading: 25.29% in 22-23 increased to 30.63% in 23-24
Writing: 34.11% in 22-23increased to 40.25% in 23-24.
Listening: 16.36% in 22-23 increased to 19.49% in 23-24.
Research & Inquiry: 21.96% in 22-23 increased to 30.89% in 23-24.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	336	437	399	327	427	396	327	427	396	97.3	97.7	99.2
All Grades	336	437	399	327	427	396	327	427	396	97.3	97.7	99.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2560.	2577.	2567.	10.09	12.41	13.64	23.85	24.82	18.43	22.02	24.12	23.74	44.04	38.64	44.19
All Grades	N/A	N/A	N/A	10.09	12.41	13.64	23.85	24.82	18.43	22.02	24.12	23.74	44.04	38.64	44.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.46	20.14	18.18	45.57	43.09	42.17	40.98	36.77	39.65
All Grades	13.46	20.14	18.18	45.57	43.09	42.17	40.98	36.77	39.65

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.46	11.71	12.37	60.86	65.34	61.36	25.69	22.95	26.26
All Grades	13.46	11.71	12.37	60.86	65.34	61.36	25.69	22.95	26.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.54	12.41	12.88	62.39	66.51	61.11	25.08	21.08	26.01
All Grades	12.54	12.41	12.88	62.39	66.51	61.11	25.08	21.08	26.01

Conclusions based on this data:

1. The scores in math for the percentage of students who scored at or above standard decreased from 37.23% to 32.07%. There was a slight increase in Above Standard but a bigger decrease in At Standard.

2. There was some movement up and down for the Math Sub-Categories.
Concepts & Procedures: decreased slightly from 20.14% to 18.18%.
Problem Solving & Data Analysis: increased slightly 11.71% to 12.37%.
Communicating Reasoning: increased slightly from 12.41% to 12.88%.

3. The number of studenst performing in the Below Standard also increased:
Concepts & Procedures: increased from 36.77% to 39.65%
Problem Solving & Data Analysis: increased from 22.95% to 26.26%
Communicating Reasoning: increased from 21.08% to 26.01%

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1571.0	1542.1	1543.9	1582.3	1544.1	1536.4	1559.1	1539.6	1550.7	39	42	21
10	1549.3	1596.2	1554.8	1545.2	1621.8	1549.3	1552.7	1570.1	1559.9	49	32	36
11	1555.3	1576.6	1574.0	1554.6	1582.7	1581.9	1555.4	1570.0	1565.8	22	34	23
12	1563.4	1547.7	1545.2	1566.8	1547.8	1549.0	1559.5	1547.4	1540.9	23	14	21
All Grades										133	122	101

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	26.32	11.90	14.29	44.74	50.00	28.57	21.05	23.81	38.10	7.89	14.29	19.05	38	42	21
10	24.49	37.50	16.67	30.61	34.38	50.00	24.49	25.00	13.89	20.41	3.13	19.44	49	32	36
11	14.29	20.59	21.74	42.86	44.12	47.83	28.57	26.47	21.74	14.29	8.82	8.70	21	34	23
12	26.09	0.00	4.76	26.09	50.00	42.86	34.78	28.57	28.57	13.04	21.43	23.81	23	14	21
All Grades	23.66	19.67	14.85	35.88	44.26	43.56	25.95	25.41	23.76	14.50	10.66	17.82	131	122	101

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	50.00	30.95	23.81	34.21	45.24	38.10	7.89	11.90	23.81	7.89	11.90	14.29	38	42	21
10	32.65	50.00	36.11	34.69	43.75	38.89	20.41	3.13	8.33	12.24	3.13	16.67	49	32	36
11	23.81	47.06	47.83	61.90	29.41	39.13	9.52	14.71	4.35	4.76	8.82	8.70	21	34	23
12	39.13	28.57	33.33	34.78	50.00	42.86	17.39	14.29	14.29	8.70	7.14	9.52	23	14	21
All Grades	37.40	40.16	35.64	38.93	40.98	39.60	14.50	10.66	11.88	9.16	8.20	12.87	131	122	101

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.63	4.76	4.76	31.58	28.57	33.33	44.74	33.33	33.33	21.05	33.33	28.57	38	42	21
10	8.16	9.38	13.89	32.65	31.25	33.33	30.61	40.63	27.78	28.57	18.75	25.00	49	32	36
11	0.00	8.82	8.70	28.57	20.59	17.39	33.33	44.12	47.83	38.10	26.47	26.09	21	34	23
12	4.35	0.00	4.76	26.09	21.43	4.76	39.13	35.71	47.62	30.43	42.86	42.86	23	14	21
All Grades	4.58	6.56	8.91	30.53	26.23	23.76	36.64	38.52	37.62	28.24	28.69	29.70	131	122	101

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.89	4.76	4.76	81.58	76.19	71.43	10.53	19.05	23.81	38	42	21
10	6.12	12.50	5.56	71.43	84.38	75.00	22.45	3.13	19.44	49	32	36
11	0.00	8.82	4.35	85.71	70.59	73.91	14.29	20.59	21.74	21	34	23
12	17.39	0.00	4.76	65.22	78.57	61.90	17.39	21.43	33.33	23	14	21
All Grades	7.63	7.38	4.95	75.57	77.05	71.29	16.79	15.57	23.76	131	122	101

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	89.47	83.33	52.38	5.26	4.76	28.57	5.26	11.90	19.05	38	42	21
10	69.39	96.88	80.56	16.33	0.00	2.78	14.29	3.13	16.67	49	32	36
11	85.71	76.47	91.30	4.76	14.71	4.35	9.52	8.82	4.35	21	34	23
12	73.91	100.00	80.95	17.39	0.00	9.52	8.70	0.00	9.52	23	13	21
All Grades	78.63	86.78	77.23	11.45	5.79	9.90	9.92	7.44	12.87	131	121	101

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.53	14.29	19.05	60.53	47.62	38.10	28.95	38.10	42.86	38	42	21
10	22.45	15.63	25.00	46.94	53.13	41.67	30.61	31.25	33.33	49	32	36
11	9.52	11.76	13.04	47.62	52.94	39.13	42.86	35.29	47.83	21	34	23
12	8.70	0.00	0.00	39.13	57.14	42.86	52.17	42.86	57.14	23	14	21
All Grades	14.50	12.30	15.84	49.62	51.64	40.59	35.88	36.07	43.56	131	122	101

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	4.76	0.00	81.58	73.81	76.19	18.42	21.43	23.81	38	42	21
10	2.04	9.38	2.78	67.35	81.25	80.56	30.61	9.38	16.67	49	32	36
11	14.29	14.71	8.70	66.67	73.53	78.26	19.05	11.76	13.04	21	34	23
12	17.39	0.00	4.76	69.57	78.57	76.19	13.04	21.43	19.05	23	14	21
All Grades	6.11	8.20	3.96	71.76	76.23	78.22	22.14	15.57	17.82	131	122	101

Conclusions based on this data:

1. The overall performance of students on the ELPAC has remained fairly static over the last few years.
2. There was a slight drop in students scoring an overall "4" from 19.67% in 22-23 to 14.85%. There was no major change for students scoring an overall "3" from 44.26% to 43.56%. The number of students scoring a "2" decreased slightly from 25.41% to 23.76 remained static while students scoring an overall "1" incresed significantly from10.66% to 17.82%.
3. Student performance on the written section is still very low compared to other areas and remains fairly static. There was slight increase in students scoring in Level 4 but a slight decrease in students scoring in Level 3.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,654	**53.4%**	**7%**	**0.1%**
Total Number of Students enrolled in John C. Kimball High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	116	7%
Foster Youth	2	0.1%
Homeless	38	2.3%
Socioeconomically Disadvantaged	883	53.4%
Students with Disabilities	148	8.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	109	6.6%
American Indian	4	0.2%
Asian	410	24.8%
Filipino	132	8%
Hispanic	580	35.1%
Two or More Races	102	6.2%
Pacific Islander	16	1%
White	301	18.2%

Conclusions based on this data:

1. Kimball High School has an ethnically diverse student population with no majority within the population.

2. The EL population at Kimball High is down slightly to 7% and is fairly low compared to other sites in TUSD.

3. The number of students classified as Socio-Economically Disadvantaged rose significantly between 22-23 and 24-25 (from 27% to 53%) and reamins at approximately 53%. KHS qualified as a Title 1 school for the 23-24 School Year and continues with this designation.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Yellow	**Suspension Rate**  Red
Mathematics  Yellow		
English Learner Progress  Orange		
College/Career  Green		

Conclusions based on this data:

1. ELA scores remained in the Green Category for growth on this scale and math dropped to the Yellow category with a slight drop in scores.
2. Overall English Learner progress remains in the orange range. KHS does have a relatively high percentage of EL students performing well.
3. The suspension rate remained in the Red category for 23-24 and is considered high.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	2	2	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Yellow	 No Performance Color
41.9 points above standard	34.6 points below standard	94.2 points below standard
Increased 14.0 points	Increased 20.2 points	Declined 17.0 points
386 Students	57 Students	18 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	Less than 11 Students	25.1 points above standard
	4 Students	Increased 22.6 points
		208 Students

Students with Disabilities	African American	American Indian
		
Red	No Performance Color	No Performance Color
116.9 points below standard	1.9 points below standard	Less than 11 Students
Declined 41.0 points	Increased 23.1 points	1 Student
31 Students	26 Students	

Asian	Filipino	Hispanic
		
Blue	Blue	Yellow
84.5 points above standard	71.6 points above standard	11.6 points above standard
Increased 40.6 points	Increased 55.0 points	Declined 7.2 points
99 Students	36 Students	135 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
16.2 points above standard	Less than 11 Students	49.7 points above standard
Declined 37.2 points	6 Students	Increased 6.4 points
21 Students		62 Students

Conclusions based on this data:

1. The overall scores for ELA incresed significantly from the previous year and are 41.9 above the state average.
2. Scores for EL students are in the low range with gains made. That subgroup is now 34.6 points below standard which was previously 54.8 points below standard. Scores for our Hispanic students dropped slightly and are now in the yellow category. The low SES sub-group remains in the Green range on this scale. Hispanic students are11.6 points above standard and low SES made significant gains and are 25.1 points above as compared to 2.5 points above the previous year.
3. Scores for both the Asian and White sub-groups are above standard at 40.6 points and 49.7 points respectively.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	 No Performance Color
59.1 points below standard	141.3 points below standard	183.1 points below standard
Declined 10.2 points	Declined 8.4 points	Declined 22.7 points
388 Students	59 Students	18 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	Less than 11 Students	88.1 points below standard
	4 Students	Maintained 2.4 points
		210 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
211.0 points below standard	103.2 points below standard	Less than 11 Students
Declined 75.5 points	Increased 11.0 points	1 Student
31 Students	26 Students	

Asian	Filipino	Hispanic
 Blue	 Green	 Orange
8.2 points above standard	16.9 points below standard	109.8 points below standard
Increased 28.1 points	Increased 5.2 points	Declined 29.4 points
101 Students	36 Students	135 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
104.2 points below standard	Less than 11 Students	50.9 points below standard
Declined 76.6 points	6 Students	Declined 34.2 points
21 Students		62 Students

Conclusions based on this data:

1. Scores in Math across all subgroups are significantly lower than scores in ELA; Overall overall students were in the Yellow range on this scale with a slight drop in scores from the previous year.
2. English Learners, Students w/Disabilities and African American students continue to be a sub-groups performing very low in math.
3. All student sub-groups are below standard on the point scale except for the Asian subgroup which is 8.2 points above average.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	Yellow
44.8% making progress.	46.7% making progress.
Number Students: 96 Students	Number Students: 60 Students

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.

2024 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**
15.6%	39.6%	1%	43.8%

Conclusions based on this data:

1. Based on this data, 84.4% of the EL's either maintained a level 1-4 or progressed at least one level.
2. Overall English Learner Progress is in the Orange category and the Long Term Enlgish Learners in the Yellow category.
3. 43.8% of the students progressed at least one level while 15.6% decreased one level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	4	2	2	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Orange	Yellow
42.2 Prepared	10 Prepared	11.1 Prepared
Increased 3.9	Maintained 0.2	Increased 4.7
446 Students	60 Students	45 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Less than 11 Students 0	35.7 Prepared	33.3 Prepared
2 Students	0	Maintained 0
	14 Students	261 Students

Students with Disabilities	African American	American Indian
		
Orange	No Performance Color	No Performance Color
5.3 Prepared	31 Prepared	0 Students
Increased 5.3	Increased 15.4	
38 Students	29 Students	

Asian	Filipino	Hispanic
		
Green	Orange	Yellow
55.9 Prepared	50 Prepared	30 Prepared
Maintained 1.3	Declined 13.3	Increased 5
102 Students	34 Students	160 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
63.3 Prepared	Less than 11 Students 0	43.7 Prepared
Increased 13.3	4 Students	Increased 8.9
30 Students		87 Students

Conclusions based on this data:

1. There was an increases in students identified as Prepared for College and Career as scores were at 42.2% which is up from 38.2%.
2. Students idenified as Most Prepared are Two or More Races (63.3%), Asian (55.9%), and Filipino students (50%).
3. The lowest prepared groups identified are English Learners (10%), Students w/Disabilities (5.3%). The African American subgroup increased from 15.6% to 31%, the Hispanic subgroup increased from 25% to 30%, and the White subgroup increased from 34.8% to 43.7%.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic absenteeism was at 15.3% for the 2023-24 school year. This is down from 14.6% in 2022-23 and from 19.6% in 2021-22
2. Chronic absenteeism is still much higher than before the COVID pandemic. Pre-pandemic levels were 7.4% in 2018-19, 7.7% in 2017-18, and 7.8% in 2016-17.
3. Chronic absenteeism is high for some subgroups: 22.8% for African American Students, 16.9% for Hispanic Students, and 22.8% for students with two or more races.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	1	0	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Orange
89.9% graduated	78.3% graduated	86.7% graduated
Maintained 0.7%	Declined 4.6%	Declined 3.7%
446 Students	60 Students	45 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	85.7% graduated	90% graduated
2 Students	14 Students	Maintained 0.2%
		261 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
76.3% graduated	89.7% graduated	0 Students
Declined 2.5%	Increased 5.3%	
38 Students	29 Students	

Asian	Filipino	Hispanic
 Orange	 Blue	 Orange
88.2% graduated	97.1% graduated	90% graduated
Declined 1.4%	Declined 2.9%	Declined 3.5%
102 Students	34 Students	160 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
96.7% graduated	Fewer than 11 students - data not displayed for privacy	86.2% graduated
Increased 19.4%	4 Students	Declined 3.6%
30 Students		87 Students

Conclusions based on this data:

1. Graduation rates are relatively high but dropped slightly from 92.8% to 89.9%.
2. African American and Hispanic student graduation rates increased and are now near the school average at 89.7% and 90% respectively. The White subgroup dropped slightly to 86.2%.
3. The Filipino student subgroup had the highest rate of 97.1%, while the Two or More races subgroup is 96.7%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	5	1	0	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Red	 Red
10.6% suspended at least one day	14.9% suspended at least one day	16.7% suspended at least one day
Increased 0.3%	Increased 1.3%	Increased 2.6%
1732 Students	161 Students	102 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
Fewer than 11 students - data not displayed for privacy	17.3% suspended at least one day	14% suspended at least one day
4 Students	Increased 1%	Declined 0.9%
	52 Students	945 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
23.1% suspended at least one day	28.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 6.3%	Increased 8.6%	4 Students
160 Students	121 Students	

Asian	Filipino	Hispanic
 Orange	 Orange	 Orange
6.9% suspended at least one day	4.5% suspended at least one day	11.8% suspended at least one day
Increased 1%	Increased 1%	Declined 0.5%
423 Students	134 Students	610 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
14.7% suspended at least one day	5.6% suspended at least one day	7.7% suspended at least one day
Declined 3.9%	Maintained 0%	Declined 0.6%
109 Students	18 Students	313 Students

Conclusions based on this data:

1. The suspension rate increased slightly from 10.3% in 2022-23 to 10.6% in 2023-24 with students suspended at least one day.
2. Students with Disabilities and African American students have significantly high rates of suspension at 23.1 and 28.9% respectively in 2023-24.
3. Much work still needs to be done to address the high suspension rates of specific sub groups of students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness & Student Achievement
Prepare all students to be college and career ready by having more students be A-G eligible, complete career pathways, and demonstrate proficiency on CAASPP testing.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The number of A-G eligible students is relatively low.
There is a belief that our CAASPP data is not the most accurate measure for how much our students know. There needs to be more emphasis on practicing the CAASPP (Interim Assessments) to ensure students are familiar with the test.
A significant number of teachers, students and parents are not aware of or do not understand how the state measures whether students are college and career ready, A-G eligibility, NCAA eligility, and graduation requirements.
Students and teachers need to more clearly understand how career pathways work.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career readiness, as measured on the California State dashboard.	38.2% in 22-23 school year, 42.2% in 23-24.	Increase College and Career readiness, as measured on the California State dashboard, by 3%
CAASPP test results as reported on the California State dashboard.	67.94% of KHS students met or exceeded the standard in ELA on the SBAC in 2023-24 32.07% of KHS students met or exceeded the standard in Math on the SBAC in 2023-24 37.68% of KHS students met or exceeded the standard in Science on the CAST in 2023-24	Increase Math, ELA, and Science rates by 3% by students that met or exceeded the standard. There was a significant drop in 21-22.
A-G eligibility as reported through Aeries.	A-G eligibility rate for KHS in 2023-24: UC = 37% CSU = 35%	Increase A-G eligibility rate by 2% for both UC and CSU.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase and improve communication about the College and Career Readiness metric with students, parents, and staff to include written literature, parents meetings and presentations, student meetings and presentations. Increase information about the similarities and differences of the A-G requirements and graduation requirements.	All students	5500 LCFF
1.2	Provide opportunities for students to take interim assessments to practice online testing so that they feel comfortable and confident in taking CAASPP assessments.	All students	
1.3	Provide opportunities for teachers to analyze CAASPP data and identify areas of their curriculum where they could provide strategic focus on target standards.	All students	
1.4	Provide material support for the comprehensive instructional program that promotes college and career readiness. Department Budgets, materials, supplies, paper, etc.	All students	32200 LCFF 29000 Title I
1.5	Support program development of academic-based extra-curricular activities that promote student achievement and applying learning to real world applications. (AcaDec, HOSA, Science Olympiad, Speech & Debate, Mock Trials, Robotics, etc.)	All students	2000 LCFF 7000 Title I
1.6	Explore a schedule which includes intervention support within the school day.	All students	None Specified None Specified
1.7	Provide support for EL students through materials, field trips, and resources to support instruction.	English Language Learning Students	15948 LCFF - Supplemental
1.8	Provice professional developement and planning time for ELD teachers to support ELD Instruction.	English Language Learning Students	11000 LCFF - Supplemental
1.9	Provide an ELD Coordinator and 7-hour ELD Paraprofessional to assist with monitoring the progress of EL students, facilitate ELPAC Testing, and ensuring they make adequate progress each	English Language Learning Students	66413 LCFF - Supplemental

	year. Provide resources for planning and meeting with parents (reclassification, placement, etc.).		
1.10	Provide Academic support, College Preparation, and guidance through the AVID Program	Target Students - Students with a GPA of typically from 2.5-3.4 who may be first generation college students or students from under-represented groups.	24241 LCFF - Supplemental 1000 Title I
1.11	Purchase equipment and technology to support instruction, communication, and programs.	All Students	20500 LCFF None Specified
1.12	Increase dual enrollment opportunities.		
1.13	Target under-represented groups for enrollment in AVID, MHSA & CTE programs.		
1.14	Establish and implement an intervention team (Graduation Readiness Intervention Team) to monitor support and intervention programs for students struggling academically. Coordinate efforts with the COST team.		

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Through the RAMP process, the counseling department has made gains in identifying struggling students and to provide support and resources to increase student achievement. The counseling department also spent signifcant time meeting with students and providing class presentations to provide studenst with information about programs, A-G requirements, graduation requirements, College & Career oportunities and other information. The strategies and activities outlined in the SPSA to support Goal 1 were effective in providing teachers with resources and support to actively engage students in learning, provide real-life and hands-on acdtivities, and to provide before/after school support. The EL coordinator and EL support para were able to test all new/incoming students and annual ELPAC testing. In addition, the EL para was able to provide small group instruction and teacher support to meet the needs to new/beginning EL students. There has been steady progress and increases in reclassifying students.

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

There were a two items that were budgeted for staff development incorrectly. The staff development was originally planned for classified staff and administrative staff, but those allocations should not have been budgeted using Title 1 funds. There was also items budgeted to support a new course (Criminal Justice) that were not used as other dunding was provided to support the materials and supplies needed for the course. EL funds to support Field Trips and other academic activities for students was not fully utilized.

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.

The counseling department will continue working through the RAMP Certification Process to support student achivement and to raise A-G and College and Career Readiness Rates. Metrics to be used include: student achievement data (grades, CAASPP, FastBridge data), discipline and suspension data, activity involvement data (5-Star), before/after school intervention attendance data, regular attendance data, and formative assessment data (Dept. PLC collaboration), EL data, and passing rates. There is a significant need to provide students with timely intervention and academic support. Funding will need to be allocated to provide online tutoring and other alternative resources to support students outside of the school day (at night/weekends) to more effectively meet their needs as learners. In addition, schedules will need to be explored and implemented to provide more intervention support during the school day to better meet the needs of students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate and Learning Environment
Provide a safe and collective learning environment for all students and staff through the development of a school climate based on positive and supportive relationships.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and collective learning environment for our students and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though Kimball High made growth or remained fairly close in parents', students', and staff members' perception of positive school climate and safety, there is still room to make more improvement. The impact of the pandemic and distance learning will be felt for many years. That has created new social/emotional needs among students and all stakeholders. The staff will conduct a cycle of inquiry on the survey data around the districts' climate and safety survey to identify strategies to be more responsive to our students needs. We also want to make sure that students haven't fallen out of the habit of regular school attendance due to the disengagement as student engagement and motivation are still a major focus and concern.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kimball High School climate and safety surveys	Based on the LCAP survey for the 2024-25 school year, 85.68% of all parents, 76.06% of all students, and 88.29% of all staff members had positive attitudes toward the overall climate at Kimball High School. Both the parent and student percentages were down slightly, while staff rating went up. On the safety survey the percentages of positive responses were 92.46% for parents, 82.38% for students, and 88.97% for staff. The ratings for parents and students were up slighly and the staff rating down slightly by less than 1%.	Increase the percentage of students, parents and teachers that respond positively on the School climate and safety surveys by 5% in all categories, with the exception of the staff climate portion, where the goal will be 100% (currently at 85.86%).
Attendance	The attendance rate: 2021-22 = 93.59% 2022-23 = 94.37% 2023-24 = 94.34% Attendance rates for 2024-25 through April are 94.78%.	Increase attendance rates to pre-COVID levels of 96% or better. Reduce the percentage of students who are chronically absent to less than 10%.

	Pre-COVID attendance rates were 96%. (96.07% in 2018-19) Chronic Absenteeism: 2023-24 = 15.3% 2022-23 = 14.6% 2021-22 = 19.8% 2020-21 = 2.1% (distance learning) 2019-20 = N/A 2018-19 = 7.4% 2017-18 = 7.7% 2026-17 = 7.8%	
Suspensions	The overall suspension rate is 10.6% for 2023-24 which is up slightly from 10.3% in 2022-23 Suspensions are considerably high for some subgroups: African American Students (28.9%); 35 students out of 121 (increased) Students with Disabilities (23.1%); 37 out of 160 students (increased) Homeless Students (17.3%); 9 out of 52 students (increased) EL Students (14.9%); 24 out of 161 students (increased) Socio-Economically Disadvantaged (14%); 137 out of 945 students (decreased) Hispanic (11.8%); 72 out of 610 students (decreased) Two or More Races (14.7%); 16 students out of 109 (decreased)	Decrease the suspension rate for each of these subcategories by at least 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff review climate and safety survey data and identify areas that need to be addresssed. The Safety Committee will review safety survey results and identify areas of concern and need. The Student Advisory Council will meet monthly with site admin to review data, trends, and to make recommendations to improve school safety and climate.	All students	0
2.2	Provide a freshman peer mentor program to support student acclimation to high school and to ensure 9th graders have a successful transition to Kimball HS.	All students, with particular attention to freshmen	500 LCFF 3000 Title I
2.3	Monitor attendance each month and communicate with parents of students with attendance issues (including tardies) to identify appropriate	All students	0

	interventions. Hold regular SARB meetings with parents.		
2.4	Communicate information and trends related to safety and the safety plan that all groups (parents, students and staff) are informed and feel safe at school and school events.. This is particularly important around training for active shooter situations.	All Students	0
2.5	Provide student recognition for achievement in academics, athletics, and other extra curricular activities through the use of banners, signs, and daily announcements. Provide materials and support for graduation.	All Students	11000 LCFF None Specified
2.6	Implement programs and activities to build school climate and to foster collective involvement. Provide guest speakers and outside support programs to support school climate and safey. Provide transportation and sub coverage to implement programs.	All Students	15000 Title I 2000 LCFF
2.7	Programs to support at-risk students (tutoring and counseling)	Targeted Students (At-risk, foster youth, EL)	15500 Title I None Specified
2.8	Provide parent education programs to support parent engagement and support for student achievement. Provide material support for Parent Outreach Programs and Activities.	All Students	2000 Title I
2.9	Ensure that students' social-emotional needs are being met through the analysis of mySAEBRS data in the FastBridge platform. Students at high risk should be immediately referred to counseling services and students at some risk should be followed up with to verify their immediate needs.	At-Risk Students	
2.10	Implement alternative discipline models (such as conflict management, etc.) to support students with discipline.		None Specified
2.11	Monitor and reduce suspension rates for at-risk student groups and groups with disproportionately high suspension rates.		
2.12	Establish a process to ensure equitable representation and access to leadership opportunities (Student Advisory, Leadership, etc.).		
2.13	Continue bi-weekly COST meetings to ensure support for students in need to mental health intervention.		
2.14	Implement Mindfullness and stress management programs and activities to support student well-being.		

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school impelmented a school climate "house" system to increase student engagement and involvment in school. Building a positive and engaging school environment will enhance students' ability to ahieve at higher levels and will enhance social emotional wellbeing. There were significant gains made with getting students more involved in school activities and events. There has been a dramatic shift in the school climate with a significant decrease in discipline and suspensions. The House system and consistency with implementation of school policies and rules has had a positive impact on the school. There were several assemblies and programs introduced to support students with motiviation, achievement, and to bring awareness of the dangers of drugs and vaping. The COST team continues to provide students with a wide range of emotional and academic support through school provided resources and external resources. The COST team continues to make a positive impact on identifying and providing students in need with the support they need to be successful in school.

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

There were several activities planned to provide students with support academically and social-emotionally. Because some programs were funded by the district (ENVOLVE, PIQE) or provided free for the school (DARE, Vape Education presentation/assembly, Drug Awareness presentation/assembly), allocated funds were not neccessary and thus not used. The school was fortunate to receive many "free" opportunities or district provided opportunities for our students. In addition, counseling services were provided through COST support networks and site counselors and outside agencies (e.g. Sow-A-Seed) were not needed or contracted. This too was a signficant expenditure that was budgeted and not needed.

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.

The goal, activities, and programs will continue as planned to further the work that has been done to provide students with academic and social-emotional support. Additional support is necessary to provide students with more opportunities for academic support outside of school hours and also within the school day. Funding and resources will need to be allocated to fund activities and programs (e.g. online tutroing) to provide timely academic intervention for students. The counseling department has been undergoing training and certification through the RAMP process to identify, monitor, and support students who are struggling academically and not meeting A-G completion. This work will continue for the 2025-26 school year. Goal 2 Metrics to be used include: student achievement data (grades, CAASPP, FastBridge data), discipline and suspension data, activity involvement data (5-Star), attendance data, and Parent Involvement Data.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Staff Development and Collaboration
Continue to improve instruction through the focused implementation of rigor, relevance, and relationships. Use the Professional Learning Communities (PLC) collaboration time to review data and instructional strategies. Provide ongoing Staff Development to implement school-wide instructional strategies (e.g. AVID) and to build a positive school culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Site Specific Goal

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are several newer teachers on campus who have not had formal training in PLC Collaboration using data from assessments to drive collaboration. There is a need to provide staff (notably new staff members) with professional development about the Rigor Rubric, with AVID training, and other academically supportive educational opportunities. There is also a strong need to build a positive school climate where all students feel welcome and connected to the school. Staff development aimed at building a positive school climate is critical to support the efforts to teacher leaders and the admin team.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evidence that PLCs are administering one common formative assessment per quarter and that they are analyzing the data from these assessments to adjust instructional practices.	Some of the PLC collaboration teams are currently offering students common formative assessments and teachers inconsistently look at data from such assessments.	PLC collaboration team members will administer one CFA quarterly where data is analyzed through a cycle of inquiry and teachers refine their instructional practices as a result.
Develop the capacity of teachers to consistently deliver rigorous and relevant instruction that increases students engagement as recorded through an observation rubric.	2023-24 Data The following categories were averaged on a 4-point rubric scale. Data is compiled for the year and is not disaggregated by month or time of year. Average score for Thoughtful Work = 2.47 Average score for Higher Level Questioning = 2.16 Average score for Academic Discussions = 2.31 WICOR data Student engagement strategies and the use of WICOR will be used in the 2025-26 school year to monitor	Rigor will continue to be the area of focus for the 2024-25 school year to support teachers new to the profession and new to Kimball High School. We will continue work so that all teachers understand the Rigor Rubric and how to use engagement and WICOR strategies more effectively to support student achivement.

	implementation of WICOR strategies and to hone in on effective student engagement strategies. This information will be used to drive professional development.	
Data from Fast Bridge assessments in ELA, Math, and Social/Emotional needs for students.	FastBridge Math: (Fall / Winter) College Pathway = 19% / 20% (23-24) 25% / 21% (24-25) Low Risk = 34% / 36% (23-24) 30% / 28% (24-25) Some Risk = 31% / 27% (23-24) 31% / 33% (24-25) High Risk = 16% / 17% (23-24) 14% / 18% (24-25) Reading: (Fall / Winter) College Pathway = 24% / 19% (23-24) 27% / 19% (24-25) Low Risk = 37% / 33% (23-24) 37% / 36% (24-25) Some Risk = 12% / 27% (23-24) 18% / 26% (24-25) High Risk = 18% / 21% (23-24) 18% / 19% (24-25) In math, the scores increased slightly with positive moves in the college pathways but there was a decrease in the risk category. There was slight increse in high risk students. In Language Arts there was a drop in scores from the Fall to Winter. There was a slight drop in students in the college pathway and low risk categories. Overall the scores are fairly static from year to year, but there remains a large number of students in the high risk category.	Improve all metrics by 5%
Look at Social-Emotional needs data from the mySAEBRS assessment in FastBridge to provide intervention and counseling support as needed.	mySAEBRS data from Fall to Winter Low Risk = 81% / 79% (23-24) 83% / 83% (24-25) Some Risk = 17% / 20% (23-24) 16% / 16% (24-25) High Risk = 2% / 1% (23-24) 1% / 1% (24-25) The my SAEBRS data improved slightly from the 2023-24 school year and it was static from the beginning of the year through the middle of the year. There is a very small percentage of students in the high risk category and relatively small number in the some risk category.	Percentages of students in High Risk and Some Risk should decrease throughout the year to demonstrate that we are identifying students at risk and providing them adequate support to reduce their risk.

5-Star Students - increase the number of students participating in activites, sports, and events at KHS. Involvement in school provides a positive connection for students which increases the likelyhood of success in school academically and socially.	2023-24 School Year Data 76.2% of students involved in activities & events 23.8% of students not involved in activities & events 53.9% participated in at least one activity 27.9% participated in 2 or more activities 66.2% attended at least 1 event 46.6% attended 2 or more events 74.9% of 9th graders involved 74.7% of 10th graders involved 72.9% of 11th graders involved 81.9% of 12th graders involved 2024-25 School Year Data 98.3% of students involved in activities & events 1.7% of students not involved in activities & events 67.5% participated in at least one activity 43.0% participated in 2 or more activities 97.6% attended at least 1 event 91.5% attended 2 or more events 97.0% of 9th graders involved 97.6% of 10th graders involved 99.2% of 11th graders involved 99.5% of 12th graders involved	Increase participation by at least 5% in all categories and grade levels.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide teachers with time during Early Release Mondays time PLC collaboration. Provide structured guidelines and format to review and evaluate data and instruction effectively.	All students	0 None Specified
3.2	Continue to provide professional development for staff to increase student achievement and to train staff on new strategies that increase student engagement around rigorous activities. Also continue to reinforce and review previously taught strategies through in-service staff development days and staff meetings led by the KLT (Kimball Leadership Team) and other teacher leaders.	All students	37500 LCFF 23000 Title I
3.3	Provide planning time for teachers to collaborate and plan and for subs to cover classes for planning. Provide planning time and sub coverage for teachers to support other teachers and classrooms.	All students	15000 LCFF 13000 Title I

3.4	Analyze and evaluate CAASPP, Interim Assessment, Common Formative Assessments, and Fast Bridge assessment data. Identify needs for improvement in specific standards and collaborate as a staff for intervention strategies. Continue to monitor through Fast Bridge data for both academics and social-emotional support.	All students	
3.5	Continue the use of Technology Support Advisors (TSAs) as educational technology leaders on campus for the professional development of all teachers regarding the effective use of technology in the classroom, with a focus on assessment tools for the collection and analysis of data. Provide resources to support staff to attend site training.	All students	1000 LCFF None Specified
3.6	Form a committee of teachers, counselors, and admin to look at intervention strategies that can be used within the existing bell schedule as a part of a Multi-Tiered System of Support (MTSS). Work as a staff to develop intervention time within the existing bell schedule, or develop a proposal for a change in schedules so that teachers can meet the identified needs of students based on PLC data analysis.	All students	
3.7	Provide material support for staff and students to ensure that there are adequate instructional supplies, equipment, and materials. Provide sub coverage for teachers to support educational programs and activities. Provide materials support for communication with the school community.	Provide material support for staff and students to ensure that there are adequate instructional supplies, equipment, and materials. Provide sub coverage for teachers to support educational programs and activities. Provide materials support to support communication with the school community.	44424 LCFF 2190 Title I
3.8			None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The staff spent a considerable amount of time working through the WASC process to analyze and evaluated the school in several areas. Most ERM meeting time was dedicated to this process. The evaluation and analysis was critical in providing the staff with critical information regarding areas of strength and areas of growth. Due to the time dedicated to this process, PLC collaboration time was impacted and teachers/staff were not able to successfully collaborate to a high

and effective degree. There were some staff development trainings at ERMs (primarily during the 2nd trimester) aimed at AVID engagement strategies activities and an indepth look at the Rigor Rubric. The Kimball Leadership Team and Instructional Leadership Team (K/ILT) met several times during the year to provide staff development related to AVID, Rigor, and Positive School Climate.

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

There was a great degree of Title 1 funding allocated to support staff development in several areas. Staff developement was incorrectly allocated to support staff development for classified and administrative staff. Because these funds could not be used for the staff development for classified and admin staff, there was allocated funding that was not used. Site allocated funds were used to support those professional development activities as much as possible. Title 1 funding was re-allocated to support teachers with planning and collaboration time.

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.

There will be considerable training and time allocated to improve PLC collaboration time and time to analyze data more effectively and efficiently. There will also be an increase in staff development related to AVID and WICOR strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$399,916.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$110,690.00

Subtotal of additional federal funds included for this school: $110,690.00

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 ($)
	$0.00
LCFF	$171,624.00
LCFF - Supplemental	$117,602.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $289,226.00

Total of federal, state, and/or local funds for this school: $399,916.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	171,624.00
LCFF - Supplemental	117,602.00
None Specified	0.00
Title I	110,690.00

Expenditures by Budget Reference

Budget Reference	Amount
	141,102.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	171,624.00
	LCFF - Supplemental	117,602.00
	None Specified	0.00
	Title I	110,690.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	214,802.00
Goal 2	49,000.00
Goal 3	136,114.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
William Maslyar	Principal
Christopher Munger	Classroom Teacher
Ana McMath	Classroom Teacher
Teacher Vacancy	Classroom Teacher
Tyler Mullen	Classroom Teacher
Roxana Rivas	Other School Staff
Mina Naveed	Parent or Community Member
Shyam Nath	Parent or Community Member
Alma Morley	Parent or Community Member
Lily Ly	Secondary Student
Leon Ly	Secondary Student
Tiffany Chon	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/25.

Attested:

	Principal, William Maslyar on 5/13/25
	SSC Chairperson, Alma Morley on 5/13/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023