School Year: 2024-25

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John C. Kimball High School	39-75499-0119040	April 11, 2024	May 14, 2024

Purpose and Description

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

Schoolwide Program
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.

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

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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

2023-24 Student, Parent, & Staff Climate & Safety Surveys:
We have determined that "Strongly Agree" and "Agree" are positive responses.
Summary of Responses: Parents - Climate: 88.37%, down slightly from 90.4% last year.
Students - Climate: 76.65,down slightly from 79.85% last year.
Staff - Climate: 86.44, up slightly from 85.86% last year.
Parents - Safety: 92.22%, down slighly from 93.35% last year.
Students - Safety: 77.59%, down from 82.96% last year.
Staff - Safety: 89.11%, up from 84.50 last year.

The survey data is fairly consistent with data from the previous few years since coming out of the pandemic. It should be noted that one of the lowest student ratings, 65.40%, is for "the buildings and grounds at this school are well maintained." This score has a significant impact on the overall score for "student safety". This topic (and others from this survey) is being explored and discussed with our Student Advisory Council that meets monthly with site admin.

Classroom Observations

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

Site administrators complete classroom observations where they track instructional data using the Rigor rubric for Thoughtful Work, Higher Level Question, and Academic Discussions. Feedback from these visits is shared with the teachers. These visits are generally geared towards and are part of the District's AdvanceSTEM Grant initiative but also includes data from District Site visits to all classrooms. There a total of 6 formal visits to the STEM classrooms (Math, Science, including Special Education).
Summary of data from the Rigor Rubric based on observations during the 2022-23 school year:
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
The category of "Thoughtful Work" was the area where teachers demonstrated the highest of the three marks. Many tasks that students were asked to do required a greater "depth of knowledge", such as analyzing and synthesizing information and providing supporting evidence to justify their thinking. The other two scores were much lower and reflect a trend seen in class where students don't seem to be engaged in much formal academic discussions (pairs or groups). This will be a targeted area for next year with monthly training with AVID strategies for student engagement. Some progress is being made and staff developement will continue to be geared twoard student engagement and having students engage in academic discussions to increase understanding.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

TUSD has a formal standardized assessment platform (Fast Bridge) which has been administered in ELA and Math. Departments have looked at this data, which also includes an assessment on students' social-emotional needs. This has led the site to develop additional intervention processes for referring students for counseling services that have been offered on-site with outside agencies and Kimball staff. This has had a tremendous positive impact on students. A few PLCs have begun to administer Common Formative Assessments (CFAs), particularly in the core subject areas of Math, ELA, Science and Social Studies, to identify standards where students are demonstrating mastery and others that require intervention or reteaching.

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

The Math and ELA departments administer common benchmark assessments as part of district-developed Rigorous Curriculum Design (RCD) units of study, in addition to the Fast Bridge assessments. There was a decline in the use of the assessments during the first part of the year as a means of measuring progress with a much improved participation for the latter half of the year. There are departrment concerns related to the accuracy of the benchmark in measuring progress related to state standards. TUSD is continually updating and aligning these assessments to align with instructional needs. ELA PLCs look at data from these assessments and collaborate around areas that require more attention in future teaching of the curriculum. Math PLCs, particularly the Algebra I cohort, have been looking at common formative assessment data and have identified areas that need reinforcement, whether that is delivered immediately, or identified for additional review in future courses. The District is partnering with the SJCOE in analyzing data related to academic achievement. Algebra 1 failure rates have been targeted for analysis and for providing additional support for students. Progress has been made in identifying students in need of support and communicating resource options to parents.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2023-24 school year Kimball High had 69 teachers. Six Teachers are teaching under an intern credential and 63 are credentialed. Two teaching positions were covered during the school year by teachers and substitutes for nearly the full year.

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

TUSD schedules time each week for teacher collaboration on Monday afternoons. During most of these days the site provides PLC collaboration time for teams to analyze data and share best practices and effective teaching strategies. In addition, the site included professional development to the entire staff around AVID strategies. This was led by teacher leaders from the site. The teachers, in coordination with the administration, prepared and delivered professional development in larger sessions during the staff pre-service day in August and during Early Release Monday meeting time. Educational technology training continued during the 2023-24 school year through the efforts led by our Technology Support Advisors (TSAs). Kimball High has two TSAs and they coordinated professional development activities with the Kimball Leadership Team (KLT). The KLT that led much of the training throughout the year also delivered staff development, with the administration, to newer, non-tenured teachers before the school year in August. The district hosted quarterly department professional development days to align curriculum and best instructional practices among all of the departments. The teachers also have access to professional development resources on the staff portal.
New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.
Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.
Tracy Unified also supports our teachers that are not fully credentialed and Interns, through our Peer Coaching program. This program offers teachers support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.
TUSD is also contracting with an outside educational institution, The Center for Model Schools, to support sites with instruction. The instrucdtional coach has been working with new teachers on understanding the Rigor Rubric and strategies for improving student engagment and high level thinking activities.

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

All of the site professional development topics presented in Monday meetings and during staff in-service meetings were either selected by staff based upon their own perceived needs and based upon observations by administrators made during instructional rounds classroom visits. All RCD units that the ELA and Math departments collaborate around tare geared towards the CCSS. There are site discussions about updating the benchmark assessments to align more tightly with the CCSS to be used more effeicdtvfely as a gauge for performance on the CAASPP.

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

The district employed a consultant from The Center for Model Schools to work with the administration and teachers around engaging and rigorous instructional strategies to increase student achievement. The district continued to highlight training around the application of rigor strategies and the use of a rubric during classroom visits for gathering data around instructional practices. The administration also leveraged the experience of effective teacher-leaders serving as TSAs and on KLT to develop and deliver training on effective technology-based instructional strategies based upon the staff and administration identifying areas of greatest need. New teachers receive ongoing support from the district throughout the year through the district's TTIP program, which provides the teachers professional development, allows them to observe veteran teachers as well as work with a mentor to focus on improving instructional strategies and classroom management. The principal also met with all non-tenured teachers several times throughout the year for evaluation and coaching purposes.
Teachers are offered an opportunity to participate in AVID Summer Institute Training. Four teachers are scheduled to attend Summer AVID Training in June 2024.

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

PLCs met most Mondays of the school year during collaboration time. PLCs developed common lessons, common assessments, and most looked at common assessment data. They also collaborated around best practices and effective lesson ideas. District-wide PLC collaboration teams met quarterly to align curriculum and integrate the district's STEM initiatives into all core department instruction. Departments meet together once a month following a department chair meeting with the site administration to collaborate around department needs, lessons, and testing.

Teaching and Learning

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

The ELA and Math departments follow RCD units of study, which are geared towards the CCSS. The Social Studies department administers district benchmarks and looks at data from these assessments. They discuss and plan the scope and sequence of their curriculum to align with the state framework and the district benchmarks. Science is actively aligning their lessons with the NGSS as they develop common formative assessments and seek to provide all standards to all students in the 3 major Science disciplines (Biology, Chemistry, and Physics), while embedding Earth and Space Science standards into these core disciplines. The Science and Math department are also working towards implementation of the STEM Grant for the 23-24 school year. As Kimball High is a comparison site for the purposes of the district STEM initiative, we have not fully integrated the STEM units into our instruction, but we have still worked to implement STEM-supporting instructional strategies that promote relevant and rigorous instruction.

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

N/A for high school.

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

N/A for high school

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

The Math and ELA departments have instructional materials that are aligned with the CCSS. The Social Studies department also has materials aligned with the state framework. The Science Department began implementation of the new district adopted materials and are implementing STEM units tied to the AdvanceSTEM Grant. They also started work on integrating the new science adoption with the STEM units. All other core areas use district adopted materials and/or RCD units of study.

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

TUSD, in collaboration with our site teachers, has developed RCD units for ELA and Math that all teachers follow at our site. These units are aligned with the CCSS. In addition, the ELA department uses StudySync as a support material for standards-aligned instruction. The site offers the ERWC course to seniors, which has been developed by the California State University System to prepare students for university reading, writing and composition. The science courses align with the NGSS and data from the first administration of the CAST demonstrates that our students were the highest scoring in the district. STEM Units were implemented at KHS for the first time during the 2023-24 school year. Social Science classes continues to use curriculum that is aligned with the CCSS and state framework .

Opportunity and Equal Educational Access

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

EL students are monitored to ensure they make at least one level progress per year. When they are reclassified as English Proficient, students continue to be monitored to make sure they continue to show success in all of their classes. They are reclassified and mainstreamed as soon as possible in all content areas (usually within two years), and in most subjects, outside of ELD, immediately. All RSP students at Kimball High are mainstreamed into general education courses with push-in support from RSP teachers and paraprofessionals. RSP students are provided support by co-teachers and by academic support classes.

Evidence-based educational practices to raise student achievement

This past year the staff continued to focus on AVID strategies around the concepts of inquiry and student organization and student engagement. Staff development took place during the pre-service day and site ERM's. In addition, the district trained staff and administrators on effective STEM-related teaching strategies that improve critical thinking and cross-curricular instruction. More Special Education students have increased access to the core curriculum through our mainstreaming model and their academic performance has improved as a result.

Parental Engagement

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

The site provides various events and opportunities for parents to seek assistance for students that are struggling. The site offers parent-teacher conferences at the end of the 1st quarter for the review of student performance. Students that have been identified as struggling are encouraged to take advantage of our before and after school tutoring program where students can get small group tutoring support in all subject areas. all departments also offer specific Office Hour tutoring twice weekly to support instruction. Parents receive frequent email communication about this program opportunity. Participation in the program has stagnated somewhat this year with a small group of students utilizing the before/after school program fairly consistently. Parents are also invited to PTSA meetings where they can discuss topics of concern with the principal. Our School Site Council offers a venue for parents and community members to learn about the various programs that our site offers to support students, be it our EL program, Special Education Program, AVID program, or various Student Services programs. This past year we have been able to hire a new parent liaison who actively supports the needs of EL parents and assists with the needs of foster and homeless youth. The parent-liaison, with support from our EL coordinator and principal has re-establish our ELAC group of parents. Our parent-liaison has also re-establish Parent Café (Cafecito) where parents can come with questions and get specific support. They meet on a weekly basis during the school day.

The school site sends out regular communication on a weekly basis through the School Messenger in English and Spanish, as well as text messages. Comprehensive events also include our freshmen orientation event in the late Spring, a peer mentoring program for freshman in the fall prior to school, a parent event for our medical academy, and Back-to-School Night in the early Fall. Our athletic program also provided parents with information and support with parent sport nights for each season, as well as an incoming freshmen sports night for parents to get information and support to ensure student athletes are successful in their transition to high school.

Many parents also support one of our PTSA and our three booster programs, such as athletic, drama, and music boosters. The PTSA and Booster organizations have been working to increase participation to raise much needed funding s to support student programs and scholarships.

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

Our new parent liaison and Principal re-established our English Learner Advisory Committee (ELAC) meetings where parents of EL students could meet to learn about school programs and services for English Learners and assist with the development of the school's needs assessment. These meetings were supported and attended by the parent liaison, principal, and parents. The School Site Council also received reports throughout the year fregarding the SPSA, Budget, and programs related to and supported through the SPSA school goals.

Funding

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

The Kimball High EL department receives specific funding for supplemental learning resources and services. This budget is overseen by the site EL coordinator and site administration. In addition, the district provides a bi-lingual paraprofessional that supports classes with high numbers of EL students.
The AVID program targets specific students that might not otherwise prepare for college to set goals and develop study skills that prepare them to enter college after high school. They have a budget that is overseen by the AVID site coordinator and provide resources to the entire campus to improve the level of education to all students at Kimball High. Additional programs funded by district budget include: Summer Bridge (2 weeks), Mental health Services (four days per week), and typically a Parent Liaison (shared with George Kelly School).

Fiscal support (EPC)

Targeted SES ($33,830), targeted EL ($47,831), Title 1 ($113, 609) and LCFF funds ($170,089).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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: 9/7/23, 10/26/23, 11/16/23, 1/18/24, 2/8/24, 3/21/24, 4/11/24, 5/16/24

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: 8/4/23, 10/2/24, 10/30/24, 1/8/24, 2/26/24, 3/4/24, 4/8/24, 4/29/24. 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.

KHS qualifies for ATSI this year 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. 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. 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: African American, American Indian, Foster Youth, English Learners, Students with Disabilities, and Pacific Islanders. 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.06%	0.12%	1	1	2
African American	7.6%	6.79%	7.22%	122	110	116
Asian	18.8%	21.78%	21.97%	302	353	353
Filipino	8.4%	8.08%	8.71%	135	131	140
Hispanic/Latino	36.5%	36.15%	35.72%	585	586	574
Pacific Islander	0.8%	0.86%	1.12%	13	14	18
White	22.2%	20.30%	19.1%	357	329	307
Multiple/No Response	5.6%	5.98%	6.04%	90	97	97
			Total Enrollment	1,605	1,621	1607

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	480	411	394
Grade 10	364	473	424
Grade 11	417	347	459
Grade 12	344	390	330
Total Enrollment	1,605	1,621	1,607

Conclusions based on this data:

1. Enrollment was fairly static from 2022-23 and 2023-24. There is an anticipated increase in enrollment for the 2024-25.
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 36.5% to 35.72%.
3. The Asian Subgroup is the 2nd largest subgroup which has been slowly increasing from 18.8 to 21.97 over the last three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	148	164	142	9.2%	10.1%	8.8%
Fluent English Proficient (FEP)	493	524	525	30.7%	32.3%	32.7%
Reclassified Fluent English Proficient (RFEP)	33	457	460	22.3%	28.2%	28.6%

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 remained somewhat consistent over the past few years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	400	335	438	379	324	428	377	322	428	94.8	96.7	97.7
All Grades	400	335	438	379	324	428	377	322	428	94.8	96.7	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2612.	2579.	2610.	28.91	19.88	25.70	34.75	30.43	37.62	22.55	28.26	22.43	13.79	21.43	14.25
All Grades	N/A	N/A	N/A	28.91	19.88	25.70	34.75	30.43	37.62	22.55	28.26	22.43	13.79	21.43	14.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	29.97	21.12	25.29	57.03	57.76	62.76	13.00	21.12	11.94
All Grades	29.97	21.12	25.29	57.03	57.76	62.76	13.00	21.12	11.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	34.04	25.39	34.11	50.27	55.17	49.77	15.69	19.44	16.12
All Grades	34.04	25.39	34.11	50.27	55.17	49.77	15.69	19.44	16.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.85	10.87	16.36	74.01	71.43	74.07	11.14	17.70	9.58
All Grades	14.85	10.87	16.36	74.01	71.43	74.07	11.14	17.70	9.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	28.38	17.39	21.96	59.95	68.32	67.06	11.67	14.29	10.98
All Grades	28.38	17.39	21.96	59.95	68.32	67.06	11.67	14.29	10.98

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 incresed by over 10% Standard increased dramatically.
   Overall Scores At or Above Standard: 50.31% in 21-22 increased to 63.32% in 22-23.
   Overall Scores Standard Nearly Met: 28.26 decreased to 22.43%
   Overall Scores Standard Not Met: 13.79% in 2021 increased to 14.25%

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: 21.12% increased to 25.29% in 22-23.
   Writing: 25.39% increased to 34.11% in 22-23.
   Listening: 10.87% increased to 16.36% in 22-23.
   Research & Inquiry: 17.39% increased to 21.96% in 22-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	400	336	437	375	327	427	375	327	427	93.8	97.3	97.7
All Grades	400	336	437	375	327	427	375	327	427	93.8	97.3	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2580.	2560.	2577.	12.00	10.09	12.41	25.07	23.85	24.82	26.40	22.02	24.12	36.53	44.04	38.64
All Grades	N/A	N/A	N/A	12.00	10.09	12.41	25.07	23.85	24.82	26.40	22.02	24.12	36.53	44.04	38.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.13	13.46	20.14	47.73	45.57	43.09	34.13	40.98	36.77
All Grades	18.13	13.46	20.14	47.73	45.57	43.09	34.13	40.98	36.77

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.33	13.46	11.71	65.07	60.86	65.34	21.60	25.69	22.95
All Grades	13.33	13.46	11.71	65.07	60.86	65.34	21.60	25.69	22.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.73	12.54	12.41	65.87	62.39	66.51	18.40	25.08	21.08
All Grades	15.73	12.54	12.41	65.87	62.39	66.51	18.40	25.08	21.08

Conclusions based on this data:

1. The scores in math for the percentage of students who scored at or above standard increaed from 33.94% to 37.23%.

2. There was some movement up and down for the Math Sub-Categories.
Concepts & Procedures: increased from 13.46% to 20.14%
Problem Solving & Data Analysis: decreased from 13.46% to 11.71%
Communicating Reasoning: decreased slightly from 12.54% to 12.41%.

3. The number of studenst performing in the Below Standard also dropped significantly:
Concepts & Procedures: decreased from 40.98% to 36.77%
Problem Solving & Data Analysis: decreased from 25.69% to 22.95%
Communicating Reasoning: decreased slightly from 25.08% to 21.08%.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.69	29.73	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. There was a slight dip in the number of students performing at or above grade level in Science from 30.69% to 29.73%.
2. Scores in Science are above district rates (24.54%) and slightly below state levels (30.29%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1553.7	1571.0	1542.1	1550.3	1582.3	1544.1	1556.4	1559.1	1539.6	52	39	42
10	1546.5	1549.3	1596.2	1540.7	1545.2	1621.8	1551.9	1552.7	1570.1	24	49	32
11	1555.4	1555.3	1576.6	1545.5	1554.6	1582.7	1564.7	1555.4	1570.0	32	22	34
12	1556.5	1563.4	1547.7	1553.1	1566.8	1547.8	1559.4	1559.5	1547.4	15	23	14
All Grades										123	133	122

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.08	26.32	11.90	28.85	44.74	50.00	28.85	21.05	23.81	19.23	7.89	14.29	52	38	42
10	17.39	24.49	37.50	34.78	30.61	34.38	34.78	24.49	25.00	13.04	20.41	3.13	23	49	32
11	12.90	14.29	20.59	35.48	42.86	44.12	35.48	28.57	26.47	16.13	14.29	8.82	31	21	34
12	33.33	26.09	0.00	13.33	26.09	50.00	33.33	34.78	28.57	20.00	13.04	21.43	15	23	14
All Grades	20.66	23.66	19.67	29.75	35.88	44.26	32.23	25.95	25.41	17.36	14.50	10.66	121	131	122

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	30.77	50.00	30.95	34.62	34.21	45.24	19.23	7.89	11.90	15.38	7.89	11.90	52	38	42
10	21.74	32.65	50.00	47.83	34.69	43.75	21.74	20.41	3.13	8.70	12.24	3.13	23	49	32
11	22.58	23.81	47.06	48.39	61.90	29.41	12.90	9.52	14.71	16.13	4.76	8.82	31	21	34
12	33.33	39.13	28.57	33.33	34.78	50.00	20.00	17.39	14.29	13.33	8.70	7.14	15	23	14
All Grades	27.27	37.40	40.16	40.50	38.93	40.98	18.18	14.50	10.66	14.05	9.16	8.20	121	131	122

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.69	2.63	4.76	28.85	31.58	28.57	40.38	44.74	33.33	23.08	21.05	33.33	52	38	42
10	17.39	8.16	9.38	4.35	32.65	31.25	47.83	30.61	40.63	30.43	28.57	18.75	23	49	32
11	6.45	0.00	8.82	22.58	28.57	20.59	41.94	33.33	44.12	29.03	38.10	26.47	31	21	34
12	0.00	4.35	0.00	26.67	26.09	21.43	33.33	39.13	35.71	40.00	30.43	42.86	15	23	14
All Grades	8.26	4.58	6.56	22.31	30.53	26.23	41.32	36.64	38.52	28.10	28.24	28.69	121	131	122

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.62	7.89	4.76	63.46	81.58	76.19	26.92	10.53	19.05	52	38	42
10	8.70	6.12	12.50	69.57	71.43	84.38	21.74	22.45	3.13	23	49	32
11	12.90	0.00	8.82	64.52	85.71	70.59	22.58	14.29	20.59	31	21	34
12	6.67	17.39	0.00	60.00	65.22	78.57	33.33	17.39	21.43	15	23	14
All Grades	9.92	7.63	7.38	64.46	75.57	77.05	25.62	16.79	15.57	121	131	122

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	60.00	89.47	83.33	26.67	5.26	4.76	13.33	5.26	11.90	45	38	42
10	57.89	69.39	96.88	36.84	16.33	0.00	5.26	14.29	3.13	19	49	32
11	71.43	85.71	76.47	17.86	4.76	14.71	10.71	9.52	8.82	28	21	34
12	64.29	73.91	100.00	21.43	17.39	0.00	14.29	8.70	0.00	14	23	13
All Grades	63.21	78.63	86.78	25.47	11.45	5.79	11.32	9.92	7.44	106	131	121

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.38	10.53	14.29	55.77	60.53	47.62	28.85	28.95	38.10	52	38	42
10	17.39	22.45	15.63	43.48	46.94	53.13	39.13	30.61	31.25	23	49	32
11	12.90	9.52	11.76	54.84	47.62	52.94	32.26	42.86	35.29	31	21	34
12	6.67	8.70	0.00	46.67	39.13	57.14	46.67	52.17	42.86	15	23	14
All Grades	14.05	14.50	12.30	52.07	49.62	51.64	33.88	35.88	36.07	121	131	122

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.69	0.00	4.76	71.15	81.58	73.81	21.15	18.42	21.43	52	38	42
10	0.00	2.04	9.38	73.91	67.35	81.25	26.09	30.61	9.38	23	49	32
11	12.90	14.29	14.71	77.42	66.67	73.53	9.68	19.05	11.76	31	21	34
12	20.00	17.39	0.00	46.67	69.57	78.57	33.33	13.04	21.43	15	23	14
All Grades	9.09	6.11	8.20	70.25	71.76	76.23	20.66	22.14	15.57	121	131	122

Conclusions based on this data:

1.

2. The overall performance of students on the ELPAC has remained fairly static over the last few years. There was a slight drop in students scoring an overall "4" from 23.66% to 19.67% in 22-23. There was a significant increase in students scoring an overall "3" from 35.88% to 44.26%. The number of students scoring a "2" remained static while students scoring an overall "1" dropped from 14.5% to 10.66%.

3. Student performance on the written section is still very low compared to other areas and was fairly static from 21-22 to 22-23.

School and Student Performance Data

Student Population

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1607	37.3	8.8	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	142	8.8
Foster Youth	2	0.1
Homeless	34	2.1
Socioeconomically Disadvantaged	599	37.3
Students with Disabilities	151	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	116	7.2
American Indian	2	0.1
Asian	353	22
Filipino	140	8.7
Hispanic	574	35.7
Two or More Races	97	6
Pacific Islander	18	1.1
White	307	19.1

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 by 8.8% and fairly low compared to other sites in TUSD.
3. The number of students classified as Socio-Economically Disadvantaged rose significantly from 37.3% to 53% in 23-24, which qualified KHS for Title 1 Funding.

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

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Yellow	**Suspension Rate**  Red
Mathematics  Green	**Chronic Absenteeism**  No Performance Color	
English Learner Progress  Orange		
College/Career Medium		

Conclusions based on this data:

1. Both ELA and Math scores were in the Green Category for growth on this scale.
2. Overall English Learner progress is in the orange range and dipped slightly from 21-22 on this scale. KHS does have a relatively high percentage of EL students performing well.
3. The suspension rate was in the Red category and considered high.

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	0	0	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Red	Less than 11 Students
27.9 points above standard	54.8 points below standard	1 Student
Increased Significantly +31.5 points	Maintained -2.6 points	
428 Students	60 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Green	76 points below standard
10 Students	2.5 points above standard	Increased Significantly +51.1 points
	Increased Significantly +27.9 points	36 Students
	152 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
25 points below standard Increased Significantly +20.2 points 31 Students	 No Performance Color 0 Students	 Blue 43.9 points above standard Increased Significantly +27.1 points 96 Students	16.6 points above standard Decreased Significantly -39.8 points 33 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 18.8 points above standard Increased Significantly +51.8 points 150 Students	53.4 points above standard Increased Significantly +33.2 points 31 Students	Less than 11 Students 6 Students	 Blue 43.3 points above standard Increased Significantly +39.2 points 81 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
120.2 points below standard Decreased Significantly -18 points 27 Students	11.1 points below standard Increased +8.5 points 34 Students	26.7 points above standard Increased Significantly +27.8 points 237 Students

Conclusions based on this data:

1. The overall scores for ELA incresed significantly from the previous year and are 31.5 above the state average.
2. Scores for EL students are in the very low range and 54.8 points below standard. Scores for our Hispanic students and low SES sub-groups both increased and are in the Green range on this scale. Hispanic students are 18.8points above and low SES are 2.5 points above.
3. Scores for both the Asian and White sub-groups are above standard at 43.9 points and 43.3 points respectively.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Red	Less than 11 Students
48.9 points below standard	132.9 points below standard	1 Student
Increased Significantly +17.1 points	Decreased Significantly -26.3 points	
426 Students	61 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	135.5 points below standard
10 Students	85.7 points below standard	Increased Significantly +50.8 points
	Maintained -1.6 points	36 Students
	153 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
114.2 points below standard Decreased Significantly -16.2 points 30 Students	 No Performance Color 0 Students	 Yellow 19.9 points below standard Maintained +2.8 points 96 Students	22.1 points below standard Decreased Significantly -16.2 points 33 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 80.4 points below standard Increased Significantly +33.7 points 151 Students	27.6 points below standard Decreased -4.1 points 30 Students	Less than 11 Students 6 Students	 Green 16.7 points below standard Increased Significantly +39.1 points 81 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
189 points below standard Decreased Significantly -46.3 points 27 Students	95.7 points below standard Decreased -12.9 points 35 Students	53.8 points below standard Increased +12.9 points 234 Students

Conclusions based on this data:

1. Scores in Math across all subgroups are significantly lower than scores in ELA; however, overall students were in the Green range on this scale.
2. English Learners 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. There has been steady progress in reclassifying students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 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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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."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange
47.1 points above standard making progress towards English language proficiency
Number of EL Students: 104 Students
Performance Level: 3

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.

2023 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
20	35	2	47

Conclusions based on this data:

1. Based on this data, 80.7% of the EL's either maintained a level 1-4 or progressed at least one level.
2. Overall scores were in the Orange category with average scores of 47.1 points above standard.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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."

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



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
2	4	1	1	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
38.2 Prepared	9.8 Prepared	Less than 11 Students
340 Students	41 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	33.3 Prepared	0 Prepared
7 Students	174 Students	33 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
15.6 Prepared	0 Students	54.5 Prepared	63.3 Prepared
32 Students		77 Students	30 Students

Hispanic	Two or More Races	Pacific Islander	White
25 Prepared	50 Prepared	Less than 11 Students	34.8 Prepared
108 Students	22 Students	2 Students	69 Students

Conclusions based on this data:

1. 38.2% of students are reported to be Prepared for College and Career on this scale.
2. Students idenified as Most Prepared are Asian and Filipino students with 54.5% and 63.3% prepared respectively.
3. The lowest prepared groups identified are English Learners (9.8%), african American (15.6%), Hispanic (25%), Socio-Economically Disadvantaged (33.3%), and White (34.8%).

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. There is no data to analyze at this time.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	Less than 11 Students
90.6% graduated	82.9% graduated	2 Students
Decreased -2.2	Decreased -2.2	
340 Students	41 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	 Yellow	78.8% graduated
7 Students	90.2% graduated	Decreased -3
	Maintained -0.8	33 Students
	174 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
84.4% graduated			
Decreased -4.1	No Performance Color	Orange	Blue
32 Students	0 Students	89.6% graduated	100% graduated
		Decreased Significantly -5.3	Increased Significantly 6.3
		77 Students	30 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
	77.3% graduated	Less than 11 Students	
Green	Decreased Significantly -22.7	2 Students	Orange
93.5% graduated	22 Students		89.9% graduated
Increased 4.3			Decreased Significantly -6.1
108 Students			69 Students

Conclusions based on this data:

1. Graduation rates are relatively high at 90.6% which is down somewhat from 92.8% in 2021-22.
2. African American and Hispanic student graduation rates are below the school average at 84.4%.
3. The Filipino student subgroup had the highest rate of 100%, while the Hispanic subgroup had the 2nd highest rate of 93.5%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	3	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 Red	Less than 11 Students 3 Students
10.3% suspended at least one day	13.6% suspended at least one day	
Increased Significantly 4.1 1707 Students	Increased 2.2 177 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Red	 Yellow
16.3% suspended at least one day	14.8% suspended at least one day	16.9% suspended at least one day
Increased 5.2 43 Students	Increased Significantly 5.7 681 Students	Declined Significantly -2.4 172 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	Less than 11 Students	 Orange	 Orange
20.3% suspended at least one day	2 Students	5.9% suspended at least one day	3.5% suspended at least one day
Increased 6.7		Increased 2.6	Increased 2.8
123 Students		376 Students	142 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 Red	5.6% suspended at least one day	 Orange
12.3% suspended at least one day	18.6% suspended at least one day	Increased 5.6	8.2% suspended at least one day
Increased Significantly 3.8	Increased 15.7	18 Students	Increased 2.4
616 Students	102 Students		328 Students

Conclusions based on this data:

1. The suspension rate increased to 10.3% suspended at least one day with all subgroups in the Orange or Red category.
2. Students with Disabilities and African American students have significantly high rates of suspension at 16.9% and 20.3% respectively.
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.

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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 to ensure students are familiar with the test.
Teachers, students and parents don't know or understand how the state measures whether students are college and career ready, or not.
Students and teachers need to more clearly understand how career pathways work.

Annual Measurable Outcomes

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.	Increase College and Career readiness, as measured on the California State dashboard, by 3%
CAASPP test results as reported on the California State dashboard.	63.32% of KHS students met or exceeded the standard in ELA on the SBAC in 2022-23 37.23% of KHS students met or exceeded the standard in Math on the SBAC in 2022-23 29.73% of KHS students met or exceeded the standard in Science on the CAST in 2022-23	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase 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.

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

Amount(s)	Source(s)
5500	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for students to take interim assessments to practice online testing so that they feel comfortable and confident in taking CAASPP assessments.

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for teachers to analyze CAASPP data and identify areas of their curriculum where they could provide strategic focus on target standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide material support for the comprehensive instructional program that promotes college and career readiness. Department Budgets, materials, supplies, paper, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
32200	LCFF
31000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF
2000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support the WASC Accreditation process through resources, planning, and visiting team expenses

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

Amount(s)	Source(s)
4000	LCFF
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learning Students

Strategy/Activity

Provide support for EL students through materials, field trips, and resources to support instruction.

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

Amount(s)	Source(s)
14293	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learning Students

Strategy/Activity

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 year. Provide resources for planning and meeting with parents (reclassification, placement, etc.).

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

Amount(s)	Source(s)
67233	LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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.

Strategy/Activity

Provide Academic support, College Preparation, and guidance through the AVID Program

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

Amount(s)	Source(s)
24130	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase equipment and technology to support instruction, communication, and programs.

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

Amount(s)	Source(s)
18000	LCFF
6000	Title I

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

ELA incresed and Math SBAC scores declined slightly. We met 3% growth in ELA but not in Math. Efforts by teachers to provide relevant and engaging instruction has been more challenging coming out of the pandemic. Minor progress was made in raising A-G rates. Communication activities associated with educating more students and parents about A-G requirements were

effective, with more presentations in class for all students, meetings with parents, and information posted in classrooms. Anecdotally, teachers noted more students asking more questions about A-G requirements tied to the posters in the rooms. Counselors did several presentations to students, staff, and parents regarding A-G requirements.

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

There are a number of district-wide initiatives that we are focusing on as a school to improve student achievement and instruction. (Rigor/HMH, STEM Grants, PLC, A-G intervention, SEL, MTSS Intervention). Not as many teachers participated in staff development training opportunities again this year. Communication improved with weekly and monthly messaging going out to parents along with social media and the school marquee. More work still needs to be done to increase communication with students and families.

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 is continued emphasis to meet the needs of EL students. Long-term EL students remain a fairly large group which has not progressed enough to be redesignated.. Strategies 7 and 8 were developed to address these needs. There were increases in students achievement, but more staff development would help improve school-wide implementation of specific strategies to address academics and social-emotional well-being. Additional professional development has been planned to meet those needs.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff through the development of a culture based on positive and supportive relationships.

Identified Need

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 stake holders. The staff should 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 post-pandemic. We also want to make sure that students haven't fallen out of the habit of regular school attendance due to the disengagement associated with the COVID pandemic as student engagement and motivation are major concerns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kimball High School climate and safety surveys	For the 2023-24 school year 88.37% of all parents, 76.65% of all students, and 86.44% 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 92.22% for parents, 77.59% for students, and 89.11% for staff. These rates for parents and students were down slighly and the staff rating was up.	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 for 2023-24 through March = 94.66% Attendance rates for 2021-2022 through April were 93.8 %.	Increase attendance rates to pre-COVID levels of 96% or better.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Pre-COVID attendance rates were 96%.	
Suspensions	The overall suspension rate is 10.3% for 2022-23 which is up from 6.2% in 2021-22 Suspensions are considerably high for some subgroups: African American Students (20.3%); 25 students out of 123 Students with Disabilities (16.9%); 29 out of 172 students Homeless Students (16.3%); 7 out of 43 students EL Students (13.6%); 24 out of 177 students Socio-Economically Disadvantaged (14.8%); 101 out of 681 students Hispanic (12.3%); 76 out of 616 students Two or More Races (18.6%); 19 students out of 102	Decrease the suspension rate for each of these subcategories by at least 5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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 culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with particular attention to freshmen

Strategy/Activity

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.

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

Amount(s)	Source(s)
	None Specified
4000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitor attendance each month and communicate with parents of students with attendance issues (including tardies) to identify appropriate interventions. Hold regular SARB meetings with parents.

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
10000	LCFF
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement programs and activities to build school culture and to foster inclusion. Provide guest speakers and outside support programs to support school climate, safety, and culture. Provide planning time and class coverage to implement programs.

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

Amount(s)	Source(s)
~~18500~~ 0.00 Move to 3.3	Title I
2000	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted Students (At-risk, foster youth, EL)

Strategy/Activity

Provide Counseling and Services to support students in need of behavioral and emotional support.

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

Amount(s)	Source(s)
14000	LCFF - Supplemental
6000 ~~10.00~~ move to 3.3	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parent education programs to support parent engagement and support for student achievement. Provide material support for Parent Outreach Programs and Activities.

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

Amount(s)	Source(s)
5000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Professional development for school leaders to build a positive and inclusive school culture (e.g. CADA).

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

Amount(s)	Source(s)
10000	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Growth was shown in 2 of the 6 areas on the LCAP Survey related to Climate and Safety and remained fairly static in the other 4. Although the expected outcome of 5% improvement was not met, the ratings remain fairly high and show positive trends. Two areas on the climate survey for students were rated low: 1) The grounds are clean and well maintained and 2) this school motivates students to learn. Both of these questions need to be explored at a much deeper level to understand the low ratings and to improve in these areas. One other area of concern was the response to "This school motivates students to learn" which was only 60.46%; although, the response to "my school encourages me to do challenging work...." was 89.46%. This too needs to be explored more.

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

It was determined that students need more recognition for all areas of achievement and excellence and that this needs to be promoted to a much higher degree. This will become an area of focus this next year along with a greater emphasis on building a positive school culture.

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 was a need to improve the quality and level of student recognition in all areas on our campus, as well as address the safety concerns of our staff, specifically in the area of active school shooter training. These are addressed in strategies 4 and 5. There is a greater emphasis on providing above and beyond educational supports for students at KHS with Title 1 Funding.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Site Specific Goal

Goal 3

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.

Identified Need

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 culture where all students feel welcome and included. Staff development aimed at building a positive school culture is critical to support the efforts to teacher leaders and the admin team.

Annual Measurable Outcomes

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.	2022-23 Data: According to the CIR tool rubric tool used by administration, the following three areas in the Rigor Rubric showed the ratings below where 1 = Beginning, 2 = Emerging, 3 = Developed, and 4 = Well Developed. Thoughtful work = 2.30 High-level Questioning = 2.07 Academic Discussion = 2.12 2023-24 Data The following categories were averaged on a 4-point rubric scale. Data is compiled for the	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 strands of the Rigor rubric (thoughtful work, high-level questioning, and academic discussion) all consistently score on average above a "2.5", or "Emerging" according to the rubric.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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	
Data from Fast Bridge assessments in ELA, Math, and Social/Emotional needs for students.	FastBridge Math: (Fall 2023-24 / Winter 2024-24) College Pathway = 19% / 20% Low Risk = 34% / 36% Some Risk = 31/ 27% High Risk = 16% / 17% Reading: (Fall 2023-24, Winter 2023-24) College Pathway = 24% / 19% Low Risk =37% / 33% Some Risk = 12% / 27% High Risk = 18% / 21% In math, the scores increased slightly with positive moves in the college pathways and low risk categories. There was slight increse in high risk students. In Language Arts there was a big drop in scores from the Fall to Winter. There was a 9% drop in students in the college pathway and low risk categories.	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 2023-24 to Winter 2023-24 Low Risk = 81% / 79% Some Risk = 17% / 20% High Risk = 2% / 1% The my SAEBRS data improved slightly from the 2022-23 school year but there was a drop mid-year this school year with an increase in	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.

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17800	LCFF
~~28500~~ ⇒ 24,500 move $4,500 to 3.3	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18000	LCFF
~~5000~~ 35,000 from 2.6, 2.7, 3.3	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Analyze SBAC ELA 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.

Proposed Expenditures for this Strategy/Activity

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students in the some risk category.	
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	Increase participation by at least 5% in all categories and grade levels.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ensure that teachers have Early Release Monday time for PLC collaboration time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

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

Amount(s)	Source(s)
1500	LCFF
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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.

Strategy/Activity

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

Amount(s)	Source(s)
44995	LCFF
7609	Title I

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Administration of the FastBridge assessments was more successful with more students taking the assessments. There is room for improvement around the frequency and depth of analysis around this data as not all PLC collaboration teams administered quarterly common formative assessments nor looked at data in each quarter. Even still, PLCs are looking at data more frequently than in previous years and are using technology platforms, like DNA Illuminate to develop and administer common formative assessments. Fastbridge data did not indicate that we were raising student performance by 5% during the year. MySAEBRS data indicated that though students were struggling socially and emotionally, it was still dramatically improved from the

previous year. Implementation of high engagement AVID strategies continued to improve on campus as a result of monthly reviews and staff development on AVID Strategies and staff training during voluntary staff development days.

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

ELOG funds will sunset at the end of the 2023-24 school year and will no longer continue. There is still a high need for social-emotional and behavioral support. FACES continues to be a major support for supporting proactive student behaviors and concerns. Support student learning and provide programs above and beyond with Title 1 funding.

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 site will continue to leverage the TSA position to assist the Kimball Leadership Team with educational technology training and improving the frequency and quality of data analysis. We will make a more concerted effort around the analysis of new data from Fast Bridge assessments. We will also continue the process of developing a high-functioning MTSS model that meets students emotional, behavioral, and academic needs. Strategies 3 - 7 all demonstrate this heightened focus. There is an increased in the need for staff development for new teachers and for all staff to expand and support already existing programs to support students (i.e. AVID). More focused staff development is planned for academic programs and supporting a positive school culture.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) | Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) | Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$399,260.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$113,609.00

Subtotal of additional federal funds included for this school: $113,609.00

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	$165,995.00
LCFF - Supplemental	$119,656.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $285,651.00

Total of federal, state, and/or local funds for this school: $399,260.00

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
Jason Yang	Classroom Teacher
Crystal Wong	Classroom Teacher
Teacher Vacancy	Classroom Teacher
Tyler Mullen	Classroom Teacher
Jane Oliva	Other School Staff
Jayme Mouser	Parent or Community Member
Shyam Nath	Parent or Community Member
Alma Morley	Parent or Community Member
Lily Ly	Secondary Student
Tia Akiki	Secondary Student
Harleen Kaur	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 4/17/24.

Attested:



Principal, William Maslyar on 4/17/24



SSC Chairperson, Harleen Kaur on 4/17/24

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

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