School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Kinney High School	34673303434792	May 19, 2026	August 20, 2026

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

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

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

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

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

X Schoolwide Program
X Comprehensive Support and Improvement
Comprehensive Support and Improvement (CSI) Grad
Learning recovery
Equity multiplier
California Community School

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

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Plan Description

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

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

X Schoolwide Program
X Comprehensive Support and Improvement
Comprehensive Support and Improvement (CSI) Grad
Learning recovery
Equity multiplier
California Community School

Our school plans to align our goals tightly with the Local Control and Accountability Plan of the district while focusing on Attendance, Budget, and Climate. Our budget corresponds with our priorities and the priorities of our district to ensure all students have equal access to educational opportunities and show early growth. Kinney High School has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

Kinney High School (KHS) plans to meet Every Student Succeeds Act (ESSA) requirements per the Local Control and Accountability Plan (LCAP) by addressing the academic, Social Emotional Learning (SEL), college, and career readiness needs of all students. As such, we will offer an appropriate grade level curriculum to all students. Where students need additional support, they will receive intervention using our flex schedule support system. The Positive Behavior Intervention Supports team (PBIS) will train staff to promote building positive relationships with students. Creating and fostering a positive school culture will be the guidance of the PBIS team. We will incorporate a variety of PBIS strategies and incentives to build a positive climate and improve attendance. This will increase graduation rates.

The area of our Professional Development (PD) for Kinney High School will focus on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low-income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefiting from culturally responsive tier 1 instruction and interventions.

Our staff has received Professional Development in Whole Child Design through Turnaround for Children and understanding the brain science of accelerated learning. Our district has also committed to ongoing PD in Behavior RtI to create a restorative and instructional response to student behavior. FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making, and we teach all students these specific skills through tier 1 instruction using the Base Education curriculum. To further support students in learning self-regulation, we are expanding our offerings by providing a staffed restorative room.

Due to our ongoing goal of high rigor for all students, we have extended our A-G offerings with a focus on Standards based instruction. In order to meet this goal, all teachers will be trained in Universal Design for Learning (UDL), Co-teaching will be expanded, and professional time will focus on backward mapping for each course. We are expanding our English Language Development (ELD) program to support all learners on our campus. Thursday have early release to provide time for collaboration and focus on Professional learning Communities (PLC). Kinney High School is focused on the continuous cycle of improvement that is the focus of PLC work. This collaboration is used to strengthen the formative and summative assessment process. This process is used to support the overall learning outcomes of students and provide interventions to identify learning gaps.

Technology access needs to be maintained through maintenance, repair, and replacement of teacher laptops, Promethean boards, Chromebooks, and document cameras. In addition, students will have access to the additional curriculum as a result of this funding.

Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include Folsom Cordova Community Partners, Tobacco Use Prevention Education, Action Medical, PRO Youth and Family, Care Solace, Sacramento Regional Fire/EMS, Police Activities League, and Rancho Cordova Police Department School Resource Officers (SRO;s). Through our Community Schools design process, we have noted gaps in access to dental and vision, Parenting support, drug/alcohol prevention/treatment, medical and mental health services, and supports that we are working as a regional network of schools to address.

Due to the socio-economic status of 87% of our students, we also aim to partner with an agency to provide school-based health services. We see an opportunity to do this at a basic level this year but hope to eventually have a clinic on campus. Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low-income and Black families. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

There is a need to partner with the following departments and businesses in order to achieve the site's Comprehensive Support and Improvement (CSI) goals:
Categorical Programs - obtain a deeper understanding of budgets, opportunities for community partnerships, and other grant opportunities to fund growth needs.
Curriculum and Instruction - update coursework and course opportunities, increase A-G opportunities and work with other site administrations in credit recovery solutions.
Lead Teachers - utilize leads for staff PD and utilize contacts of specialized leads in all subjects to ensure students are getting equal access to the curriculum.
Yondr phone pouches to support our students' focus on education in the classroom without technology distractions.

School Vision and Mission

Vision Statement

At Kinney High School, We know the value of being present, positive, and productive, and that one can never give up if they want to achieve their dreams. We aim to offer a solid credit recovery program that is built around relationships, the best standards-based curriculum, and a solid Social-Emotional program. The vision of Kinney High School is to offer an alternative place for learning while providing a safe, caring environment where students can improve their academic, personal, and social skills to become positive, productive members of society. We provide this through smaller class sizes, by emphasizing personal responsibility, and by establishing a safe and nurturing climate that enhances self-esteem..

Mission Statement

Kinney High is dedicated to student learning. We believe that
all students can learn and be successful in an environment that best suits individual students' learning styles, academic abilities, and personal needs.

School & Community Profile

At Kinney High School, we believe that all students can learn given sufficient time and support through smaller classes and personalized instruction that emphasizes personal responsibility in a safe and nurturing environment. Since 1919, continuation education has been an option for high school students in the State of California. In its earliest period, continuing education was seen as a means for helping the student who had to go to work and wished to stay in school to achieve a high school diploma. Our mission is to address and serve students who are in danger of not completing high school. This forces us to be creative when trying to engage as many students as possible and make the learning meaningful and relevant.

As specified by law, the Folsom Cordova Unified School District developed Kinney High School in 1966 as a continuation program for students. The expectation is that Kinney students will complete the same curriculum for graduation as other students in the district and are subject to the same state and district mandated requirements. The Kinney High School student body size fluctuates over the course of a school year as we have an open enrollment policy that allows students to enter or exit as needed. Traditionally, the school averages approximately 115 and serves in excess of 250 students during the school year. However, the school population seldom exceeds 150 students at any given time. The school's gender distribution was 40% female to 60% male students in the 2025-2026 school year. The school's largest ethnic groups are Latino (52%), White (17%), African American (14%), and two or more races (14%). 87% of students who attend Kinney High School are socioeconomically disadvantaged, while 16% are homeless and 25% of our students are English Learners. In addition, we have 20% special education students.

Kinney High School provides an instructional setting that is different from the traditional high school in its approach to teaching. These differences are designed to provide each student with an educational program that prepares them for completion of the district and State common core standards and prepares the individual for a career or post-secondary education. In addition to completing the requirements for graduation, each student will have the opportunity to acquire the values, skills, and knowledge necessary to promote lifelong learning, enhance self-esteem, and become responsible citizens. We stress the importance of being present, positive, and productive.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include Folsom Cordova Community Partners, Tobacco Use Prevention Education, Action Medical, PRO Youth and Family, Care Solace, Sacramento Regional Fire/EMS, Police Activities League, and Community schools. Through our Community Schools design process, we have noted gaps in access to dental and vision, Parenting support, drug/alcohol prevention/treatment, medical and mental health services, and supports that we are working as a regional network of schools to address.
2025-2026 SPSA(SSC) Dates:9/24/25, 11/4/25, 1/2726, 5/19/26
2025-2026 ELAC Dates: 9/24/25, 11/4/25, 1/2726, 5/19/26

Resource Inequities

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

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

Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low-income, Hispanic/Latino and Black families. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community. We continue to look for way to improve our resources and supports to students and families within our community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension Rate, graduation rate, college and career are in the red on the California School Dashboard. Our focus has been on the graduation rate which has shown a decrease since last year. The Socioeconomically disadvantaged group is in the red. We still have lots of room to improve and grow. The suspension rate increased by 0.9%. We have two groups in the red that we need to improve outcomes for: African Americans and the Socioeconomically disadvantaged.

We are adding an increase in staff and engagement activities. We are increasing Art and CTE offerings, including trips to explore career and college opportunities. We are focused on building a safe and equity-based school culture. We have increased our restorative specialist time to provide more intervention. We are focused on Professional learning teams and improving teacher practices. We are providing interventions and connections to colleges and careers.

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

Due to a lack of data on our Dashboard, this is difficult to determine. Our focus will remain on supporting our students to graduate. What we know is that we are having students coming in credit deficient and struggling academically. We are improving teacher work through Professional learning communities to increase student outcomes. We are actively finding ways for students to engage in the school community to feel safe and supported. We are connecting students to colleges and careers. We are also focusing on implementing the New Art and Science, the district's MOI, into our plans for improvement. Looking at improving our interventions and feedback to students. We are starting an intervention reading period for all students during the school day during 3rd period to support reading and writing. The purpose is to improve all students' performance in English for the Dashboard. The indicators that are red are suspension rate, graduation rate, and college and career readiness. The purpose is to support all students in improving all indicators. All three indicators are all in red overall.

Other Needs

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

Attendance rate is an area of concern. Our ADA was 76% for the year. We want to continue to keep students on campus earning credits toward graduation. We are partnering with ADP to increase our attendance rates while creating effective systems to improve our attendance toward the goal of 85%. Also, our graduation rate at 58% is our moral imperative to support students at high levels. We must attempt new ways to support and intervene early and often.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.88%	0.89%	3.31%	1	1	4
African American	21.93%	17.86%	14.88%	25	20	18
Asian	0.88%	0.89%	0.83%	1	1	1
Filipino	%	1.79%	%		2	
Hispanic/Latino	42.98%	51.79%	48.76%	49	58	59
Pacific Islander	1.75%	1.79%	3.31%	2	2	4
White	20.18%	16.96%	15.70%	23	19	19
Multiple/No Response	11.40%	8.04%	13.22%	13	9	16
			Total Enrollment	114	112	121

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	1	1	2
Grade 10	5	8	24
Grade 11	32	30	54
Grade 12	76	73	34
Total Enrollment	114	112	114

Conclusions based on this data:

1. The demographics at Kinney do not represent the overall demographics of the district. Additional Comprehensive Support and Improvement funding will help give Kinney students equitable access to their education and to experiences outside of the classroom. This is also only a small glimpse into the total students we see throughout the year. We have a high transient population. With new students joining us throughout the year
2. We have over a 30% homeless population rate and 20% SPED rate
3. Our top three ethnicities are Latino, White, and African American

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	22	29	29	18.2%	19.3%	28.6%
Fluent English Proficient (FEP)	15	16	16	15.9%	13.2%	16.3%

Conclusions based on this data:

1. We have a growing EL population to demand that we strengthen our English Learner (EL) supports. We used our CSI funds to hire a part time Bilingual Instructional Assistant (BIA) full time to support English Learners in their classes. Increase in the English Language Development classes taught by increasing teacher position by .2 FTE.
2. CSI funding will allow us to continue to purchase supplies and additional section of ELD for support to assist our EL population to support their graduation goals
3. We will use CSI funds to fund a BIA (6 hours per day) position. This position showed to create positive impact on students and families, so we will continue to fund it. We still see a need for growth as we are getting more ELL students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	67	52	46	61	47	46	60	47	46	91.0	90.4	100
All Grades	67	52	46	61	47	46	60	47	46	91.0	90.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2443.	2442.	2430.	0.00	0.00	0.00	6.67	6.38	6.52	18.33	14.89	19.57	75.00	78.72	73.91
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	6.67	6.38	6.52	18.33	14.89	19.57	75.00	78.72	73.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.33	0.00	2.17	46.67	53.19	41.30	50.00	46.81	56.52
All Grades	3.33	0.00	2.17	46.67	53.19	41.30	50.00	46.81	56.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	2.13	0.00	22.03	10.64	21.74	77.97	87.23	78.26
All Grades	0.00	2.13	0.00	22.03	10.64	21.74	77.97	87.23	78.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.33	2.13	4.35	68.33	61.70	54.35	28.33	36.17	41.30
All Grades	3.33	2.13	4.35	68.33	61.70	54.35	28.33	36.17	41.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.67	0.00	0.00	51.67	55.32	58.70	46.67	44.68	41.30
All Grades	1.67	0.00	0.00	51.67	55.32	58.70	46.67	44.68	41.30

Conclusions based on this data:

1. The data is tough to draw from due to small size. We increased our completion rate 100%
2. The overall performance over many years by our students is far below district averages thus qualifying us for CSI funding. We have a plan on improving our students' scores by prioritizing the test and interim tests. We using the interim testing to better prepare students.
3. We will find different ways to support our students in performing their best on standardized tests We have to focus on English standards as we are in need of improvement. This year we are focusing on Reading and writing in our 3rd period intervention period to see what difference we can make.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	69	52	47	63	47	47	63	47	46	91.3	90.4	100
All Grades	69	52	47	63	47	47	63	47	46	91.3	90.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2397.	2417.	2391.	0.00	0.00	0.00	0.00	0.00	0.00	3.17	0.00	6.52	96.83	100.0	93.48
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	3.17	0.00	6.52	96.83	100.0	93.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	6.35	6.38	8.70	93.65	93.62	91.30
All Grades	0.00	0.00	0.00	6.35	6.38	8.70	93.65	93.62	91.30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	44.44	46.81	28.26	55.56	53.19	71.74
All Grades	0.00	0.00	0.00	44.44	46.81	28.26	55.56	53.19	71.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	0.00	50.79	34.04	41.30	49.21	65.96	58.70
All Grades	0.00	0.00	0.00	50.79	34.04	41.30	49.21	65.96	58.70

Conclusions based on this data:

1. KHS has increased our completion percentage to 100%.
2. The overall performance over many years by our students is far below district averages thus qualifying us for CSI funding .
3. KHS has to focus on Math standards as we are in need of improvement. We will support students with more practice in the testing by sharing data with them. We use the Math interim tests to support our student's math readiness.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	5
11	1537.5	*	*	1529.2	*	*	1545.3	*	*	13	6	10
12	*	1525.7	*	*	1514.0	*	*	1536.8	*	7	14	9
All Grades										22	23	25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	15.38	*	*	15.38	*	*	46.15	*	*	23.08	*	*	13	*	*
12	*	15.38	*	*	15.38	*	*	46.15	*	*	23.08	*	*	13	*
All Grades	9.09	9.09	0.00	22.73	13.64	16.00	31.82	45.45	28.00	36.36	31.82	56.00	22	22	25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	15.38	*	*	30.77	*	*	46.15	*	*	7.69	*	*	13	*	*
12	*	15.38	*	*	30.77	*	*	38.46	*	*	15.38	*	*	13	*
All Grades	13.64	9.09	4.00	27.27	31.82	32.00	36.36	36.36	16.00	22.73	22.73	48.00	22	22	25

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	23.08	*	*	30.77	*	*	46.15	*	*	13	*	*
12	*	7.69	*	*	15.38	*	*	30.77	*	*	46.15	*	*	13	*
All Grades	0.00	4.55	0.00	22.73	9.09	8.00	31.82	31.82	24.00	45.45	54.55	68.00	22	22	25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	76.92	*	*	23.08	*	*	13	*	*
12	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
All Grades	0.00	4.55	0.00	68.18	68.18	56.00	31.82	27.27	44.00	22	22	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	61.54	*	*	30.77	*	*	7.69	*	*	13	*	*
12	*	38.46	*	*	38.46	*	*	23.08	*	*	13	*
All Grades	57.14	36.36	28.00	23.81	40.91	32.00	19.05	22.73	40.00	21	22	25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	7.69	*	*	23.08	*	*	69.23	*	*	13	*	*
12	*	7.69	*	*	46.15	*	*	46.15	*	*	13	*
All Grades	4.55	4.55	0.00	22.73	36.36	32.00	72.73	59.09	68.00	22	22	25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	15.38	*	*	38.46	*	*	46.15	*	*	13	*	*
12	*	7.69	*	*	53.85	*	*	38.46	*	*	13	*
All Grades	9.09	4.55	4.00	45.45	54.55	44.00	45.45	40.91	52.00	22	22	25

Conclusions based on this data:

1. The overall performance over many years by our students are far below district averages thus qualifying us for CSI funding. We are investing this funding to support our students in ensuring that they are able to access the curriculum.
2. The need for more support and connectedness to school is crucial to student success. Especially as we are seeing a trend where our population of ELL students growing in our school.
3. Students are performing at low level. We have seen an increase in students coming to our program for the supports that we offer. An increase in BIA supports is needed to support the large group of students. We are working with families to support them on campus with clear communications and feeling connected on campus.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
114	77.7%	25.9%	0.0%
Total Number of Students enrolled in Kinney 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	25.9%
Foster Youth	0	0.0%
Homeless	5	4.5%
Socioeconomically Disadvantaged	87	77.7%
Students with Disabilities	25	22.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	17.9%
American Indian	1	0.9%
Asian	1	0.9%
Filipino	2	1.8%
Hispanic	58	51.8%
Two or More Races	9	8%
Pacific Islander	2	1.8%
White	19	17%

Conclusions based on this data:

1. Our population at Kinney is unique. With 85% of our students qualifying for free and reduced lunch, they come with high needs of basic items that we attempt to meet (food, health care, shelter, appropriate clothing.)

2. Building a strong community of support to increase attendance, and graduation will be crucial for the funds we have to support student outcomes. We have increased our support for student's families to feel better connected to schools to increase attendance and graduation rate.

3. CSI funding will also be used to help support an incentive program to increase attendance, build student connectedness, and thus increase the number of students who graduate. The increase in student connection to school will support positive student outcomes to academics.

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Red
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. We have a new focus in creating an environment in which we can educate students without exclusionary practices. Our student in the Red are Hispanic, Socioeconomically Disadvantaged, students with Disabilities and White students.
2. Suspensions are proportionate to our student population. We are addressing our suspensions by moving forward with the "don't suspend me" training and Restorative Justice. We have our first year of academies in place. Looking to increase the number we offer this year. We have trained more staff this year and look to continue this training.
3. Looking for ways to support student success by changing behaviors on campus. Most of our suspension were physical fights or drug related

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
146.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 36 points	5 Students	3 Students
22 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	136 points below standard
0 Students	1 Student	Increased 31.1 points
		15 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. English is a top area of need for our students. Most are credit deficient in English and math. We saw an increase of 36 points.
2. Students are in need of interventions to fill in learning gaps. Especially our EL students. We are still 146.5 points below standard.
3. Staff will be using panorama for every intervention to attempt to collect better data. Starting a new system of intervention for reading and writing intervention for 3rd period campus wide for all students, based on this data.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
228.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 4.4 points	5 Students	3 Students
22 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	221.1 points below standard
0 Students	1 Student	Maintained 0.6 points
		15 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Mathematics is a high area of need for our students; the greatest area of struggle is at the IM1 level. we increased by 4.4 points.
2. Most students are in need of two math classes in their senior year. we are still 228.7 points below standard.
3. Staff will be using panorama for every intervention to attempt to collect better data.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
35.1 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
24 Students	5 Students	5 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	32.1 science points
		20 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 32.7 science points 11 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. We are 17.5 points below the state average.
2. We are 12.9 points below our local high school.
3. We need to go to the local high school for support on what they are doing to see how they are supporting their students. They outscored us in every category by 12 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
20.7 making progress.	25 making progress.
Number Students: 29 Students	Number Students: 12 Students

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

2025 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**
10.3%	55.2%	0%	20.7%

Conclusions based on this data:

1. Our ELL students are a top priority to show growth. We have added an ELD section in our master schedule to support our lowest ELL students. We changed the way we did testing to support our students better. By ensuring they had staff they knew for the speaking portion.
2. CSI funding will support incentives to build connectedness, improve attendance, and improve the confidence of our student body. We built a family group that met monthly and supported family engagement on campus. Look to continue to build on the success of that group.
3. We have seen growth and continue to look for ways to improve our EL students' progress. We have added more ELD supports for this upcoming year

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	No Performance Color	No Performance Color
Prepared 0%	Prepared 0%	Prepared 0%
Maintained -1.4%	Maintained	Maintained
74 Students	22 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Prepared 0%	Prepared 0%
3 Students	Maintained	Maintained
	18 Students	66 Students

Students with Disabilities	African American	American Indian
No Performance Color Prepared 0% Maintained 18 Students	No Performance Color Prepared 0% Maintained 14 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Red Prepared 0% Maintained 39 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students	No Performance Color Prepared 0% Maintained 13 Students

Conclusions based on this data:

1. KHS has created a pathway for Metals to have its first completer in the upcoming year.
2. We are struggling to support our Hispanic and Socioeconomically Disadvantaged students based on data.
3. KHS is attempting to build into dual enrollment with our CTE pathways to increase our offerings. We have hit a roadblock with this so now it is on to build connections with internships with local community partners.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Our absenteeism rate is extremely high (76% positive attendance rate.) We worked hard to increase attendance overall. However, our chronic absenteeism rate remains high.
2. KHS continues to have an Attendance clerk who helps us track, document, and intervene with our chronic truants. It is proven that positive attendance and credit earning are directly linked. We continue to look for ways to support student attendance.
3. KHS is building better systems as we have new people in place to support our student's attendance. The system still struggles when key people are out. We need to find a system that is not people dependent.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	No Performance Color	No Performance Color
54.3% graduated	53.8% graduated	56.3% graduated
Declined 3.6%	Increased 22%	Increased 22.9%
81 Students	26 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	50% graduated	54.8% graduated
3 Students	Declined 14.7%	Maintained 0.1%
	20 Students	73 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
63.6% graduated	66.7% graduated	0 Students
Increased 23.6%	Maintained 0%	
22 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	54.5% graduated
	2 Students	Increased 1.8%
		44 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	53.8% graduated
6 Students		Declined 21.2%
		13 Students

Conclusions based on this data:

1. Our system creates an issue where only one of every two student's graduates. It is motivating a change in our program to adjust what we do on our site.
2. KHS needs to target our Hispanic and African American students as these subgroups are below the other groups
3. Our graduation rate needs to improve by 5% for next year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	No Performance Color
15.7% suspended at least one day	8% suspended at least one day	10.7% suspended at least one day
Increased 2.4%	Maintained -0.1%	Increased 0.7%
191 Students	50 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	12.5% suspended at least one day	15.3% suspended at least one day
4 Students	Declined 2.9%	Increased 1.2%
	16 Students	157 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
17.1% suspended at least one day	18.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.8%	Declined 11.5%	1 Student
41 Students	33 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	13.2% suspended at least one day
2 Students	2 Students	Increased 3%
		91 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
17.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	17.1% suspended at least one day
Increased 13.4%	4 Students	Increased 4%
23 Students		35 Students

Conclusions based on this data:

1. KHS needs to improve our behavior academies to support more alternatives to suspensions. This is still a focus; we need time in the day to intervene on student behavior.
2. CSI funding will support incentives to build connectedness, improve attendance, and improve the confidence of our student body
3. Saw increase in student behavior with smoking/vaping tobacco and marijuana once our vape detectors got installed.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Students will be performing at grade level and showing yearly growth and will track their own progress through strengthened Homeroom activities and efficient credit tracking systems.
Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

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

Most of our students come to us below grade level for many reasons. We are obligated to see them make progress by implementing best practices and exposing them to the core curriculum.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data		Increased graduation rates.
Graduation rates	Increase graduation rates.	
Formative and summative assessments	Development of common assessments, Gradebook, and feedback.	
ELPAC and EL re-classifications	Increased EL re-classifications	Increase in ELPAC scores

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Students with high interest and tiered reading levels to access curriculum	All students	1650 Title I 5000-5999: Services And Other Operating Expenditures

			Newsela Program that provides high interest, non-fiction articles and curriculum. Also, 5star to support student's classroom engagement through attendance data, PBIS data
1.2	1.0 FTE Instructional coach to support students' needs and provide appropriate interventions	All students	120350 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Instructional Coach 26707 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Benefits: Instructional Coach
1.3	6-hour parent coordinator to support students and families at school	All Students	28912 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 20093 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Employee Benefits
1.4	Yondr bag for phones to be put away during school time	All Students	11267 LCFF - Supplemental 4000-4999: Books And Supplies Yondr bags

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

KHS saw several changes in our schedule and students' graduation rate. Our ELL student population continues to grow. They have also made progress, and we look to continue to improve outcomes.

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

Instructional Coach was instrumental in supporting our ELL population. This and the cotaught classrooms supported our students most at need SE students. We saw that the increase in support decreased the student struggles in those key classes. .

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.

Only changes will be to salary cost increases. We also changed the use of Newsela and Avanti as these where not being fully utilized by staff. We moved on to using different programs.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Increase parent and student engagement. This will include an increase in building community partnerships and outreach.
Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)
2.01 - Increase student attendance rates and reduce chronic absenteeism.
2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

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

KHS needs to build a positive school culture and make our students feel as though they have value and that they matter. This connectedness will improve attendance, graduation rates, and our learning community as a whole. Through CSI/title 1 funding, we can improve the climate and thus improve graduation rates. Look to improve Student engagement and connection through parent engagement and intentional focus on our student population.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	Current attendance rate is 76%	Increase overall attendance rate to approach 85%.
Access to Career and Technical Education (CTE) and A-G courses	Current offerings	Career and college readiness
Suspension and expulsion rates	Current suspension rates and expulsion rates.	decrease suspension rate by 5%
Graduation rates	Increase graduation rate.	increase graduation rate by 5%
Student , staff, and parent surveys	More agreement on positive school culture indicators.	SEL shows student growth mindset and resilience

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Experience Learning for student engagement: College visits, events for learning (CTE etc.)	All Students	

			Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs Field trips van use
2.2	Provide Restorative specialist for Kinney students to increase school connectedness, decrease suspensions, increase attendance. 2 hours	All Students	4300 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Restorative Specialist KHS 1720 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Equity Multiplier 2000-2999: Classified Personnel Salaries Restorative Specialist KHS Equity Multiplier 3000-3999: Employee Benefits
2.3	Supplemental Instructional Supplies to support student work and in CTE and PBIS engagement including Art events to include students and their families to build cohesiveness and include support staff. The more connections we make with families, the more successful students will be. Including college visits, experiential learning trips to colleges, lunch while there at college visits, t-shirts from the college, etc.	All students	5000 LCFF - Supplemental 4000-4999: Books And Supplies Purchase supplemental supplies to improve attendance and overall connectedness. Including Ink for printers, incentives for graduation, CTE and college goals including food. 8759 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs CTE and College Trips
2.4	Community school engagement and support. Connection to community and meeting needs of students, parents, and families. To support with attendance, physicals for sports, and other needs.	All Students	85022 California Community Schools 2000-2999: Classified Personnel Salaries Community Schools Facilitator 33342 California Community Schools 3000-3999: Employee Benefits Employee Benefits 5666 California Community Schools 4000-4999: Books And Supplies

			Extra support for vaccination clinics/health physicals, supplies, books, food, materials, furniture, supports and other items of use. 3000 California Community Schools 1000-1999: Certificated Personnel Salaries School Nurse/Family Nurse 663 California Community Schools 3000-3999: Employee Benefits Employee Benefits California Community Schools 4000-4999: Books And Supplies Computer Equipment, books, supplies, furniture and other items needed to complete the job 450 California Community Schools 5000-5999: Services And Other Operating Expenditures employee mileage
2.5	Additional 2 hours per day for the Attendance clerk to support students attending school	All Students	9119 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional 2 hours per day for attendance clerk 3500 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Employee Benefits
2.6	replacing the Radios to provide a safe and supportive campus by ensuring there is good communication.	All Students	LCFF - Supplemental 4000-4999: Books And Supplies replace our current radios with new ones
2.7	.25 Library Clerk	All Students	10379 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Library clerk 3835 Comprehensive Support and Improvement (CSI)

			3000-3999: Employee Benefits Benefits
2.8	.75 Parent Coordinator	All Students	26,859 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Parent Coordinator 9924 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our students used more restorative practices and other means. Staff continue to learn and implement restorative practices; we were without a restorative specialist for most of the year. This position has since been filled and trained. We look forward to getting back on track to our academies.. Community schools was effective in increasing student and parent connectedness. We had more families work with the school and create positive change and outcomes for students. Parents created a group that met monthly to talk about school issue and problem solve those issues.

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

Overall, the implementation went according to our strategies.

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

We will use attendance data, and graduation rate. As well we will look at our d and F list to ensure that students are learning at high levels. Look for ways to increase our college and career readiness.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Access to high quality instruction and a broad course of study, including a variety of electives.
Access to Standards-based rigorous curriculum.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

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

Most of our students are struggling in some or many areas of their academics. They deserve equal access to best practices and core curriculum.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student's credits earning per course.	tracking sheets of credits earned per course	locate areas that need more support, students increase credit recovery
Access to CTE pathways	Continue to develop Kinney's CTE pathways	Higher rates of students prepared for careers and college

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Sub for teacher release day to work on PLC's and improve teaching practices. including paid time for teachers to work in PLC on such things as PBIS, safety, GC and others etc. This collaboration work will include classified staff as well to provide support in this practice	All students	7,000 Title I 1000-1999: Certificated Personnel Salaries Subs for release days 1549 Title I 3000-3999: Employee Benefits employee benefits 1500 Title I

			2000-2999: Classified Personnel Salaries extra time for collaboration meetings 1071 Title I 3000-3999: Employee Benefits employee benefits
3.2	Avanti solution tree program to improve teacher professional practices.	All students and staff	Title I 5800: Professional/Consulting Services And Operating Expenditures Avanit solution tree program to improve teacher practices.
3.3	Continue to work with CTE teachers and the district to ensure students are getting access to CTE pathways and a variety of electives on site that are supported by the district and increase the overall elective offerings based on student interest.	All students	
3.4	Classroom and library supplemental material and supplies. Instructional and Technology.	All Students	9719 Title I 4000-4999: Books And Supplies Computer equipment 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures 5Star/Newzela lic/Avanti Solution tree program
3.5	Furniture to replace old or worn out, new as new staff come on board. CTE/PBIS Supplies/novels/postage/ink etc.	All students and staff	10,000 LCFF - Supplemental 4000-4999: Books And Supplies Furniture and supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies CTE/PBIS Supplies/novels/postage/ink etc.
3.6	Conferences to support Teacher efficacy and student learning	All students	5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences
3.7	To support the following: English intervention teachers English learners will be provided with equal access to experiential learning opportunities with extra-curricular activities. Purchase relevant and appropriate reading materials regardless of reading level.	English Learners and students working below grade level in English.	19704 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Adding a 3.9-hour Spanish Bilingual Instructional

	Adding a 3.9-hour Spanish Bilingual Instructional assistant to support our ELD students in accessing the curriculum to support credit recovery. Adding a 6-hour BIA Spanish Bilingual instructional assistant to support our ELD students in accessing the curriculum to support credit recovery and parent communication. 1.0 ELD Teacher		assistant to support our ELD students in accessing the curriculum to support credit recovery. 7281 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Benefits 62177 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries .6 ELD English Teacher. 14460 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Benefits Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries .75 BIA PCN #225599 6 hour Spanish Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Benefits 119373 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries ELD teacher 43682 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits benefits
3.8	Postage	All	500 LCFF - Supplemental 5900: Communications postage
3.9	Provide .4 FTE English teacher to support students toward graduation	All	25608 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher Salaries 9498 Comprehensive Support and Improvement (CSI)

			3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We focused on staff being trained on the MOI, and PLC process. We still have work to do on improving our data collection and improving our PLC process, especially the turn around process. The time from which we take data, act on the information, intervene, assess, review.

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

We were able to use the funds to achieve progress. We still have room for more growth and desire to continue to improve.

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.

No longer will we have flexisched as this was voted out by the staff. We will focus on our PLC's and look to increase student achievement. Especially in our 3rd period Reading intervention class that All students will receive.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Access to curriculum that is aligned to the state standards.
Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

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

Most of our students are struggling in some area of their academics. They deserve equal access to best practices and core curriculum delivered by qualified teachers. This requires us to be creative in building our master schedule and providing opportunities for intervention and credit recovery.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment (ELPAC) data	Looking at the ELPAC data from last school year two students scored 4, two students scored 3, six students scored 2, and three students scored a 1. The ELD interventions and BIA time have proven to be effective. We want to continue and build on this growth.	Improved ELPAC results, Increase in re-classification of English Learners
Graduation rates (Currently at 70%)	We look to improve the number of students who graduate.	Increase in graduation rates
Attendance	Attendance rates are heading in the right direction, but we can still improve them	Increase in attendance rate
Healthy Kids survey results		improved connectedness

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	To support the following: English intervention teachers English learners will be provided with equal access to experiential learning opportunities with extra-curricular activities. Purchase relevant and appropriate reading materials regardless of reading level. Adding a 3.9-hour Spanish Bilingual Instructional assistant to support our ELD students in accessing the curriculum to support credit recovery. Adding a 6-hour BIA Spanish Bilingual instructional assistant to support our ELD students in accessing the curriculum to support credit recovery and parent communication.	English Learners and students working below grade level in English.	17488 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Adding a 3.9-hour Spanish Bilingual Instructional assistant to support our ELD students in accessing the curriculum to support credit recovery. 6718 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries .2 ELD Teacher for one period. Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Employee benefits Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Additional BIA 6hour position Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Benefits Additional BIA
4.2	Collaboration (LCAP 3.1, 3.2) Staff will seek professional development opportunities that highlight best practices for our student population. This will include but is not limited to academic and social emotional learning. Staff will also be released to participate in academic conferences which can provide valuable feedback to all teachers in order to formulate lesson plans, assessments, and interventions.	All students	
4.3	English novels for EL students and low-level readers (LCAP 1.3, 3.1, 4.1, 4.3) We will continue to add to our library of fiction and non-fiction books that are appropriate for low level readers, including books in Spanish. Including adding to our Library and across our English classrooms	All students, specifically low-level readers.	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies English novels for low level readers for use in English

			classes, Library and with EL students
4.4	Purchase supplies for annotating and writing, postage,, and updating material (LCAP 1.3, 4.1)	All students.	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies for annotating and writing, updating material , postage, Ink for printers Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures postage
4.5	Technology (Chromebooks, headphones, computers, etc..) and the maintenance, repair of all technology used to enhance and supplemental instruction.	All students.	Title I 4000-4999: Books And Supplies Computer equipment (supplemental) Supplies
4.6	CSI funds will pay for an additional .4 full time employment (FTE) to teach PE Teacher for credit recovery interventions. This will help students gain credits needed for graduation.	All students who have a credit deficit need electives and PE to recover credits to graduate.	38621 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This will provide students with 2 additional sections of PE and electives 12369 LCFF - Supplemental 3000-3999: Employee Benefits This will provide students with 2 additional sections of PE and electives
4.7	Provide additional time for Health Assistant	All students to support school attendance, health and safety	16,375 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 6,695 LCFF - Supplemental 3000-3999: Employee Benefits Benefits: Health Assistant
4.8	Adding extra time 2.1 hour for Spanish Bilingual Instructional assistant to support our ELD students in accessing the curriculum to support credit recovery.	All students needing credit recovery in a variety of subjects.	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 2.1-hour daily increase for extra time Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits employee benefits

4.9	support for professional learning like books from Marzano etc. Student support and CTE supplemental materials and supplies	All students	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies books for professional learning communities
4.10	Student experiential learning travel; use of van	All students	5,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Bus fuel and repair
4.11	Supplies		LCFF - Supplemental 4000-4999: Books And Supplies Supplies
4.12	Improve communication within the school by updating the intercom system to a modern one, also change out clocks to digital system so students can know what time it is. Add additional Cameras to the school as well to ensure proper coverage of areas.	All students	20067 LCFF - Supplemental 4000-4999: Books And Supplies Safety and systems within the school inside and out
4.13	Indirects	All Students	29432 Comprehensive Support and Improvement (CSI) 7000-7439: Other Outgo Indirects

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We saw a gain in EL student speaking abilities in person. That didn't show on the CAASP, however was noticeable to several staff. We look to build on this progress and continue the growth.

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

Most of the funds were for staff and supplies for students. We lost our cultural days and saw it negatively impact our students, families and staff. We look toward attempting to find a way to bringing them back.

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.

With the continued growth of our ELL student population, we look to support them everywhere on campus. Staff is Be Glad trained. We are adding additional ELL supports as this is our biggest population on Campus and seems to be the biggest area of need for our campus. We will continue to monitor graduation, attendance and discipline data.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Equity multiplier
Equity multiplier will support our school in achieving higher level of academic, behavioral and SEL success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity Multiplier: By 2027 at each of the four (4) schools (Cordova Gardens Elementary (CGE), Cordova Meadows Elementary (CME), Kinney High School (KHS), and Prospect Community Day School (PCDS) each Very Low performing student group on the 2023 California School Dashboard, the
5.03 - Graduation rate will improve by 10 percent (KHS)
5.04 - SBAC ELA Distance From Met will improve by 10 scale score points (KHS)
5.06 - SBAC Math Distance From Met will improve by 10 scale score points (KHS)
5.07 - Suspension rate will improve by 5% (KHS)

Identified Need

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

Increase support staff to work on PLC process to improve student learning outcomes. Increase in restorative specialist time to decrease suspension rate. Increase ELA and Math scores through PLC work.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP scores	English increase in score by 10 points (142.4 points to 132.4 below standard) and Math increase in score by 10 points (237.6 points to 227.6 points below standard).	increase in score by 10 points for Math and English.
suspension rate decrease	12.3% suspension rate by DASS	7% suspension rate by DASS
Graduation rate 1 year graduation rate	60.5% per DASS 1 year graduation rate	70% per DASS 1 year graduation rate

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Provide .4 FTE English teacher to support students toward graduation	all students	Equity Multiplier 1000-1999: Certificated Personnel Salaries .4 FTE English teacher Equity Multiplier

			3000-3999: Employee Benefits Benefits: .4 FTE English teacher
5.2	Provide .4 FTE Art teacher to support students toward graduation with art and elective credit earning	all students	41451 Equity Multiplier 1000-1999: Certificated Personnel Salaries .4 FTE Art teacher 9245 Equity Multiplier 3000-3999: Employee Benefits Benefits: .4 FTE Art teacher
5.3	Guiding Coalition Release time for staff to collaborate and work on PLC's	all students	2400 Equity Multiplier 1000-1999: Certificated Personnel Salaries Extra pay extra duty for Teacher time: PLC 600 Equity Multiplier 3000-3999: Employee Benefits Benefits: Extra pay extra duty for Teacher time: PLC
5.4	Engagement Activities After School Provide extra-curricular engagement activities that are accessible to all students and will increase connectedness. 1. Building community partnerships to expose students to a variety of life experiences and opportunities. 2. Engaging students in after school activities and career explorations and engagement, such as art, student leadership, culinary and welding, PBIS and improve our student access to college and career .	all students	5139 Equity Multiplier 1000-1999: Certificated Personnel Salaries Extra pay extra duty for Teacher time: Engagement Activities 1134 Equity Multiplier 3000-3999: Employee Benefits Benefits: Extra pay extra duty for Teacher time: Engagement Activities
5.5	BIA 4 hours to support student learning (ELs). Extra time for parent engagement and parent support.	English Learners	29723 Equity Multiplier 2000-2999: Classified Personnel Salaries BIA/IA/classified extra time 23074 Equity Multiplier 3000-3999: Employee Benefits Benefits:
5.6	Restorative specialist	all students	Equity Multiplier 2000-2999: Classified Personnel Salaries Support Community school and in particular pillars 3 and 4 with staff to improve student outcomes. Equity Multiplier

			3000-3999: Employee Benefits Employee Benefits
5.7	Student support and CTE supplemental materials and supplies	all students	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental supplies for PBIS, Sports teams like uniforms and trophies, CTE, educational supplies, attendance support, meetings, clubs support and supplies LCFF - Supplemental 4000-4999: Books And Supplies Supplemental supplies for PBIS, Sports teams like uniforms and trophies, CTE, educational supplies, attendance support, meetings, clubs support and supplies
5.8	Conferences to support Teacher efficacy and student learning	all students	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Conferences
5.9	Student experiential learning travel; use of van	all students	Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs Field trip van fuel and repair
5.10	Indirect Cost for Equity Multiplier		6518 Equity Multiplier 7000-7439: Other Outgo Indirect costs
5.11	Provide Restorative specialist for Kinney students to increase school connectedness, decrease suspensions, increase attendance. 2 hours	All Students	6033 Equity Multiplier 2000-2999: Classified Personnel Salaries Salary 3033 Equity Multiplier 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We are looking to find ways to produce more positive student outcomes, we are increasing the BIA positions to support our ELL students, Planning more engagement opportunities for students. We did not have a Restorative Specialist (RS) for most of the year. This impacted our ability to provide these services. Once we filled the position we spent the time training and getting the RS up to speed and ready for this next year.

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

We had a vacant position most of the year and it took a while to find the right person. This led to a carryover of money. We look forward to the start of this year with everyone in place.

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.

Increase in overall hours, clearer expectations of how to use these funds and support students, changes in overall program supports. Looking to increase staffing to support students. We are looking at ensuring that our goals of high support high demands, high education for all students are everywhere on campus for our students.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,040,754.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$596,913.00
Title I	$23,489.00

Subtotal of additional federal funds included for this school: $620,402.00

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 ($)
California Community Schools	$128,143.00
Equity Multiplier	$128,350.00
LCFF - Supplemental	$163,859.00

Subtotal of state or local funds included for this school: $420,352.00

Total of federal, state, and/or local funds for this school: $1,040,754.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	23,489	0.00
LCFF - Supplemental	163859	0.00
California Community Schools	128,143	0.00
Comprehensive Support and Improvement (CSI)	596,913	0.00
Equity Multiplier	128,350	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	128,143.00
Comprehensive Support and Improvement (CSI)	596,913.00
Equity Multiplier	128,350.00
LCFF - Supplemental	163,859.00
Title I	23,489.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	425,119.00
2000-2999: Classified Personnel Salaries	255,414.00
3000-3999: Employee Benefits	240,193.00
4000-4999: Books And Supplies	61,719.00
5000-5999: Services And Other Operating Expenditures	7,100.00
5700-5799: Transfers Of Direct Costs	13,759.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
5900: Communications	500.00
7000-7439: Other Outgo	35,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	California Community Schools	3,000.00
2000-2999: Classified Personnel Salaries	California Community Schools	85,022.00
3000-3999: Employee Benefits	California Community Schools	34,005.00
4000-4999: Books And Supplies	California Community Schools	5,666.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	450.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	327,508.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	99,273.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	140,700.00
7000-7439: Other Outgo	Comprehensive Support and Improvement (CSI)	29,432.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	48,990.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	35,756.00
3000-3999: Employee Benefits	Equity Multiplier	37,086.00
7000-7439: Other Outgo	Equity Multiplier	6,518.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	38,621.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,863.00
3000-3999: Employee Benefits	LCFF - Supplemental	25,782.00
4000-4999: Books And Supplies	LCFF - Supplemental	46,334.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	13,759.00
5900: Communications	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
3000-3999: Employee Benefits	Title I	2,620.00

4000-4999: Books And Supplies	Title I	9,719.00
5000-5999: Services And Other Operating Expenditures	Title I	1,650.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,979.00
Goal 2	211,538.00
Goal 3	339,122.00
Goal 4	152,765.00
Goal 5	128,350.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Allen Sims	Principal
Paul Wolter	Classroom Teacher
Ellen Chrismer	Classroom Teacher
Janie Munson	Classroom Teacher
Diana Kusman	Other School Staff
Jesus Galindo Jimenez	Secondary Student
Erika Ceballos	Parent or Community Member
Arcelia Jimenez Abrica	Parent or Community Member
Cristiana Regina Ruiz	Parent or Community Member
Lauren Lucia Jarquin-Ruiz	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Ellen Chrismer	Other School Staff

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.

c. Ways to make parents aware of the importance of regular school attendance.

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
	Principal, Allen Sims on 5/19/2026
	SSC Chairperson, Emma Falcon on 5/19/2026

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 May 19, 2026.

Attested:

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Kinney High School/Prospect Community Day School

2710 Kilgore Rd., Rancho Cordova, CA 95670

Notice of English Learners Advisory Committee
9 a.m. May 19, Rm. 15, Kinney High School

Agenda

I: Welcome to ELAC/ tea and snacks

II. Introductions of Participants

III. New Business -- Report on ELPAC and CAASPP test scores-No questions, still curious on how to improve. Appreciated the parent feedback on making the testing a priority.

IV. Feedback from families' about ELs' academic progress this year- Parents communicated that they appreciated the teacher's communication. Want more communication from all staff, and earlier so that they can support their students. Liked the conferences, but wanted earlier communication to plan. Appreciate the school, however some staff seemed that the language was a bigger barrier.

IV. New Business -- Plans for ELAC and courses for English Learners at KHS and Prospect next year.- Families liked ideas on the interventions with

the reading and the SEL focus. Like the additional supports for the ELL students

V: Updates: English learner graduates!

VI. Community Schools Update: Emma Falcon

VII. Parent questions/comments

VIII: Adjournment

1.. Maria Sanchez
2.. Cristian Regina Ruiz
3.. Diana Kusman
4.. ARCELIA JIMÉNEZ ABRICA.
5.. Elizabeth Munson
6.. Emma Falcon
7.. Allen Sims
8.. Ellen Chrisner
9..
10..