

2017-2018

The Single Plan for Student Achievement



Kinney High School

School: Kinney High School
CDS Code: 34673303434792
District: Folsom Cordova Unified School District
Principal: Dana Carrigan
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Kinney High School's Vision and Mission Statements

Vision Statement

At Kinney High School, we believe that all students can HOWL:

Be Honest, Open and Willing to Learn

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.

Mission Statement

Kinney High School is dedicated to student learning. We believe that all students can learn and be successful in an environment that best suits individual student learning styles, academic abilities and personal needs. We provide this through smaller class sizes, by emphasizing personal responsibility and by establishing a safe and nurturing climate which enhances self-esteem.

School and 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, continuation 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.

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 do 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 150 and serves in excess of 275 students during the school year. However, the school population seldom exceeds 150 students at any given time. Student enrollment, reported by CALPADS for 2016-2017 was 132 students. There were 12 students in grade 10, 46 students in grade 11 and 74 students in grade 12. The school's gender distribution was almost equal in 2016-2017 with 68 males (or 52%) and 64 females (48%). The school's largest ethnic group is Hispanic/Latino, with 39% of the school's population describing themselves as Hispanic/Latino. In terms of racial subgroups, significant numbers include White at 30% and African American at 21%. Smaller numbers include 2% Asian and 2% Pacific Islander, with 6.1% reporting two or more races or not reporting. 75% of students who attend Kinney High School are socioeconomically disadvantaged, while 17% are homeless and 13% are English Learners.

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 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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The results of the school effectiveness survey are embedded in this report.

The student school climate survey (August 2017) results are as follows:

1. What grade are you in? *

9th 0%
10th 25.7%
11th 38.6%
12th 35.7%
TOTAL RESPONDED 100%

2. When you think of your favorite class, what makes it so engaging? *

Lots of hands on activities 31.4%
Interesting curriculum 35.7%
A teacher who truly cares about me 32.9%
A teacher who works with me even when I have issues going on 40%
Always knowing what is expected of me 14.3%
TOTAL RESPONDED 100%

3. When you think of your least favorite class, what is it that you don't connect with? *

Too much book work 22.9%
No hands on activities 31.4%
Same thing every day/boring 60%
Teacher doesn't care about me 12.9%
Teacher is not flexible when I have issues going on 18.6%
TOTAL RESPONDED 100%

4. I feel safe in my classroom. *

Strongly agree 60%
Somewhat agree 17.1%
Neither agree nor disagree 21.4%
Somewhat disagree 0%
strongly disagree 1.4%
TOTAL RESPONDED 100%

5. I feel safe at break *

Strongly agree 60%
Somewhat agree 27.1%
Neither agree nor disagree 10%
Somewhat disagree 0%
strongly disagree 2.9%
TOTAL RESPONDED 100%

6. I feel safe at lunch. *

Strongly agree 58.6%
Somewhat agree 27.1%

Neither agree nor disagree 12.9%
Somewhat disagree 0%
strongly disagree 1.4%
TOTAL RESPONDED 100%

7. Students at my school help each other when needed *

Strongly agree 20%
Somewhat agree 42.9%
Neither agree nor disagree 27.1%
Somewhat disagree 7.1%
strongly disagree 2.9%
TOTAL RESPONDED 100%

8. Most students in my school treat each other with respect. *

Strongly agree 12.9%
Somewhat agree 42.9%
Neither agree nor disagree 24.3%
Somewhat disagree 11.4%
strongly disagree 8.6%
TOTAL RESPONDED 100%

9. Most students in my school try to do their best. *

Strongly agree 8.6%
Somewhat agree 47.1%
Neither agree nor disagree 31.4%
Somewhat disagree 7.1%
strongly disagree 5.7%
TOTAL RESPONDED 100%

10. Most students come to class sober. *

Strongly agree 14.3%
Somewhat agree 27.1%
Neither agree nor disagree 40%
Somewhat disagree 11.4%
strongly disagree 7.1%
TOTAL RESPONDED 100%

11. Most students come to class rested. *

Strongly agree 10%
Somewhat agree 31.4%
Neither agree nor disagree 32.9%
Somewhat disagree 20%
strongly disagree 5.7%
TOTAL RESPONDED 100%

12. Most students come to class prepared. *

Strongly agree 10%
Somewhat agree 34.3%
Neither agree nor disagree 30%
Somewhat disagree 18.6%
strongly disagree 7.1%
TOTAL RESPONDED 100%

13. Adults who work at my school treat students with respect. *

Strongly agree 51.4%
Somewhat agree 24.3%
Neither agree nor disagree 22.9%
Somewhat disagree 0%
strongly disagree 1.4%
TOTAL RESPONDED 100%

14. My teachers notice if I have trouble learning something. *

Strongly agree 47.1%
Somewhat agree 32.9%
Neither agree nor disagree 15.7%
Somewhat disagree 1.4%
strongly disagree 2.9%
TOTAL RESPONDED 100%

15. My teachers listen to me. *

Strongly agree 41.4%
Somewhat agree 32.9%
Neither agree nor disagree 20%
Somewhat disagree 4.3%
strongly disagree 1.4%
TOTAL RESPONDED 100%

16. My teachers help me do better on my school work. *

Strongly agree 52.9%
Somewhat agree 28.6%
Neither agree nor disagree 17.1%
Somewhat disagree 0%
strongly disagree 1.4%
TOTAL RESPONDED 100%

17. My teachers show they are proud of me when I do well. *

Strongly agree 42.9%
Somewhat agree 25.7%
Neither agree nor disagree 24.3%
Somewhat disagree 4.3%
strongly disagree 2.9%
TOTAL RESPONDED 100%

18. My teachers really care about me. *

Strongly agree 38.6%
Somewhat agree 34.3%
Neither agree nor disagree 24.3%
Somewhat disagree 2.9%
strongly disagree 0%
TOTAL RESPONDED 100%

19. My family wants me to do well in school. *

Strongly agree 72.9%

Somewhat agree 18.6%
Neither agree nor disagree 5.7%
Somewhat disagree 1.4%
strongly disagree 1.4%
TOTAL RESPONDED 100%

20. I help solve problems with others. *

Strongly agree 35.7%
Somewhat agree 37.1%
Neither agree nor disagree 21.4%
Somewhat disagree 4.3%
strongly disagree 1.4%
TOTAL RESPONDED 100%

21. I know how to follow the rules at my school (Respectful, Responsible, Kind, Safe). *

Strongly agree 72.9%
Somewhat agree 18.6%
Neither agree nor disagree 5.7%
Somewhat disagree 0%
strongly disagree 2.9%
TOTAL RESPONDED 100%

22. I feel important at this school. *

Strongly agree 25.7%
Somewhat agree 38.6%
Neither agree nor disagree 27.1%
Somewhat disagree 5.7%
strongly disagree 2.9%
TOTAL RESPONDED 100%

23. I know how many credits I need in each subject to earn a high school diploma.

Yes, I know! 58.6%
Maybe 14.3%
I know I need to earn credits, but I'm not sure how many I need and how many I have 17.1%
I don't know and would like more information 10%
I don't know and don't know who to ask about it 0%
TOTAL RESPONDED 100%

24. I know how many credits I can earn each session, each semester, and for the entire school year.

Yes, I know 65.7%
Maybe 10%
I have an idea, but I'm not really sure 20%
I don't know, and I would like more information 4.3%
I don't know, and I don't know who to ask 0%
TOTAL RESPONDED 100%

25. If I want to return to Cordova High School, I know how many credits I need to return.

I don't want to return to Cordova High 51.4%
Yes, I know how many credits I need 22.9%
I have an idea, but I'm not really sure 11.4%
I don't know, and I would like more information 11.4%
I don't know, and I don't know who to ask 2.9%

TOTAL RESPONDED 100%

26. I plan to go to college. *

Strongly agree 54.3%
Somewhat agree 30%
Neither agree nor disagree 11.4%
Somewhat disagree 2.9%
strongly disagree 1.4%
TOTAL RESPONDED 100%

27. I know what job I want when I'm out of school. *

Strongly agree 48.6%
Somewhat agree 30%
Neither agree nor disagree 14.3%
Somewhat disagree 2.9%
strongly disagree 4.3%
TOTAL RESPONDED 100%

Classroom Observations

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

Conduct formal observations as directed for evaluation purposes, conduct informal observations and walk throughs. Tenured teachers on evaluation cycle are evaluated formally once each semester, while informal observations occur frequently throughout the year. Some tenured teachers are on the 5-year evaluation cycle agreement, while others may choose to do an alternative project for their evaluation.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Each year the school reviews CAASPP, CELDT and IReady data in an effort to improve instruction. The review process begins with the principal's findings, then the principal meets with the staff to go through the data together. Successes and areas for improvement are an ongoing discussion with teachers at their Professional Learning Communities (PLC) monthly meetings.

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

Local formative assessments are utilized to track student progress towards High School diploma and credit recovery.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff appropriately credentialed in the subject matter which they teach.

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

Implementation in progress of Common Core through all grades and subjects. Professional development ongoing through district and site level workshops.

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

In progress through district professional development.

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

Lead teachers and district coaches.

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

Daily prep is provided for collaboration within grade level and subject specific.

Teaching and Learning

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

Common core math instructional materials have arrived and teacher trainings continue to take place. English occurred in 2014-2015, Social Science in 2017-2018 and Science in 2018-2019. However, in the meantime teachers are provided with time to revise current units of instruction to align with new common core standards, NGSS and develop lessons.

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

Yes, minutes and credits.

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

Supplemental intervention and instruction is being provided in math and English courses

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

All materials for math and English common core standards are utilized.

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

Yes, definitely many of the students in class need intervention throughout the subjects. All students are credit deficient and

many are multiple grades below reading level.

Opportunity and Equal Educational Access

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

Credit focus with full HS diploma goal, post secondary options in college or career. Kinney High School also offers SAI courses in English.

14. Research-based educational practices to raise student achievement

The population of students requires collaboration of determining best plan to meet student needs. Staff is well prepared and motivated to collaborate and design the best learning plan for students. Teachers are trained in providing Positive Behavior Support strategies with students.

Parental Involvement

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

Two MFTs provide therapy for both students with IEPs who need ERMHS services and general ed students. CSUS nurses provide nutrition education in the health classes, Another Choice/Another Chance provides a daily counselor for drug and alcohol abuse counseling and district health services provides a tobacco education counselor part time.

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

School Site Council, Staff meetings, Back to School night, orientations

Funding

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

Funding for intervention classes, staff development training and resources to support instruction.

18. Fiscal support (EPC)

Additional funding this year from Title 1 to support interventions for math and English, as well as resources to support instruction and focus on students in specific subgroups who have lowest graduation rates.

Description of Barriers and Related School Goals

Based on data analysis of the CAASPP scores, CELDT scores, IReady diagnostics, student and staff surveys and the California Healthy Kids Survey (CHKS) data, Kinney High's staff and School Site Council established four areas to focus our goals. These goals align with our WASC goals, which have been revised to reflect growth measurement with the new Smarter Balanced assessments and the suspension of the CAHSEE.

Goal 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness.

Goal 2: Increase parent and student engagement and provide a safe, healthy and positive learning environment.

Goal 3: Provide students with high quality classroom instruction and access to a broad course of study.

Goal 4: Student progress and educational outcomes will be monitored for success using assessment results.

Addressing academic goal 1: In 2014-2016, Kinney High received the Specialized Secondary Program Grant (\$120,000) which allowed the school to create a second CTE pathway. Students now have twice as many CTE classes to choose from. The metal fabrication program is working toward an articulation agreement with American River College for the advanced metals class. Kinney also added brand new CNC manufacturing machines to the program with the goal of starting an intro to machining course this year. The course outline was written and approved last Spring. Our school counselor monitors CTE courses carefully, making sure students are placed in the beginning courses first, then moving into the advanced courses only when they have completed enough credits. Action plan items in this SPSA include opportunities for students to visit CTE programs at American River College, field trips to local industry partners such as Tri Tool and Marriott, and college/career fairs.

Addressing academic goal 2: Kinney High School adopted and implemented the Positive Behavior Intervention Supports (PBIS) model two years ago in order to build and reinforce a positive school climate to improve student achievement and attendance. The school has a "PBIS Team" comprised of an administrator, teachers, counselor, classified and MFT who meet once every session (every three weeks). A schoolwide goal is set and school activities are planned for the next session. Individual student behaviors are also discussed and students are moved to more intensive (or less intensive) interventions based on need. "Paws-itive Moments" cards are handed out by all staff when students are engaged in positive behaviors and names are pulled weekly for prizes. "Fun Fridays" events occur the last Friday of each month where students are nominated by staff for their progress toward the school's behavior goal for that month. PBIS is a standing item on every staff meeting agenda as we continually reinforce that it must be implemented by everyone with fidelity in order to be successful. Monthly attendance assemblies are also held to recognize those who have 90% or greater positive attendance and monetary scholarships are awarded to seniors with perfect attendance at graduation.

Addressing academic goal 3: Teachers are participating in district professional development in math, social science and science this year. The faculty also meets monthly in their Professional Learning Communities where they plan the teaching of a new skill or concept, administer a common assessment scored with a common rubric, and analyze the data. Kinney has also applied for A-G approval for seven courses: English 3, English 4, government, economics, US history, world cultures and biology. To date, economics, government and US history have been approved while the others are still pending. Students also have access to two CTE pathways: Culinary Arts and Welding. This year the welding program is expanding into machining, with an intro to metals and machining course being offered.

Addressing school climate goal 4: Data from CAASPP shows that 26% of our 11th graders met or exceeded the standards and 74% are below for English. In comparison to '15-16, only 13% of students met standard so the percentage doubled. We hired an English intervention teacher who has been trained in the new ILit curriculum, targeting students two or more grade levels below standard and our English Learners. CAASPP data for Math shows 8% met standard while 92% did not. However, for a number of years, zero percent of our students have met the standard in math so there is some improvement. Math support classes are also offered for students who need help in IM1 or IM2 Foundations. The special education teacher and instructional assistant are pushed into the math classes to provide support to students with IEPs. This is also the second year of Professional Learning Communities (PLCs) at Kinney. staff meets monthly to set goals, review data, plan common assessments, analyze the data then discuss interventions.

Barriers include attendance and the new graduation requirements that all students must pass Integrated math 1 and Integrated math 2 Foundations in order to receive a high school diploma. Kinney is working diligently to increase school connectedness through our Student Needs Assessment Program (SNAP), PBIS activities, parent orientations, knock and talks, and increased communication with families through the use of our school website and Blackboard Connect. Due to some Title 1 funding, we have been able to provide math intervention classes and purchase chromebooks that are used almost daily in those classes. All teachers have been trained in IReady and the math intervention teacher regularly utilizes the individualized lessons with the students. The special education teacher and instructional assistant are also pushed in to math classes to assist students with IEPs. Through the PLCs, staff meets monthly to set goals, review data, plan common assessments, analyze the data then discuss interventions. Kinney High is also starting its first Robotics Club, which will hopefully attract and interest more students in mathematics.

Evaluation of Effectiveness Summary

Top 2-3 SPSA Priorities and Major Expenditures Supporting Each Priority	
Priority 1: Proficiency in math and English as measured by IReady and CAASPP	Expenditures to support priority 1: .6 English intervention teacher. .6 FTE math intervention teacher. Robotics club.
Priority 2: Increased number of students completing CTE courses	Expenditures to support priority 2: Funding for .5 culinary teacher. Field trip opportunities for college and career.
Priority 3: To provide a safe, healthy and positive learning environment.	Expenditures to support priority 3: PBIS coach.

Strategies Identified in 2016-17 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Professional development in IReady		X		
Strategy 2: Promote college and career bound culture.	X			
Strategy 3: Professional Learning Communities		X		
Strategy 4: English intervention teacher/classes	X			
Strategy 5: Math intervention teacher/classes	X			
Strategy 6: Professional development in new ELA curriculum adoption	X			
Strategy 7: Schoolwide implementation of PBIS		X		
Strategy 8: Math robotics club			X	
Strategy 9: Field trip opportunities	X			
Strategy 10:				

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier	
1. Partially or non-implemented strategy:	Professional development in IReady
Barrier(s) to strategy:	Intervention teachers proficient. Need rest of teaching staff to have more buy in.

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier	
Action(s) taken to mitigate/overcome barrier:	Intervention teachers and principal to attend IReady trainings with trainer to discuss stakeholder involvement. Work with Kay M. in testing to discuss how to better involve teachers in analyzing student data through their PLCs.
2. Partially or non-implemented strategy:	Math robotics club
Barrier(s) to strategy:	New computer lab not ready until midway through the year. Teacher decided to wait until this year.
Action(s) taken to mitigate/overcome barrier:	Block out time in computer lab for teacher next year to run the club. Advertise.
3. Partially or non-implemented strategy:	Professional Learning Communities
Barrier(s) to strategy:	Teachers elected to run PLC meetings without a designated coach, as it is a small staff. Lost focus as year went on.
Action(s) taken to mitigate/overcome barrier:	PLC coach selected for this year.
4. Partially or non-implemented strategy:	Schoolwide implementation of PBIS
Barrier(s) to strategy:	Had to put off some activities first half of year due to modernization and adjusting to second school on campus.
Action(s) taken to mitigate/overcome barrier:	Picked things back up in Spring, held school climate meetings with both staffs to plan for next year, created joint student panel
5. Partially or non-implemented strategy:	
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	
6. Partially or non-implemented strategy:	
Barrier(s) to strategy:	
Action(s) taken to mitigate/overcome barrier:	

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
1. Field trip opportunities	Increased interested in college and careers as evidenced by number of students wanting to attend field trips and career fair presentations, student reflection forms from career fair
2. English intervention teacher/classes	Improved scores in IReady and ILit
3. Math intervention teacher/classes	68% of students in math intervention made gains in IReady from September through March.
4. Professional development in new ELA curriculum adoption	ILit and StudySync coaches on site. Attend monthly meetings at district and provide quarterly professional development days with English teachers on site.
5. Promote college and career bound culture.	Increased number of culinary sections, higher number of

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
	students participating in CTE. Field trips to ARC and FLC. College and career guest speakers. Offered a math for welding class for the first time. FAFSA workshops offered.

SPSA Strategies that were ineffective/minimally effective OR level of effectiveness is undetermined in improving student achievement for the target audience/data evidence	
Ineffective strategy:	Data Evidence:

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	57	47	59	38	31	43	30	14	43	66.7	31.8	72.9
All Grades	57	47	59	38	31	43	30	14	43	66.7	31.8	72.9

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2529.2	2505.7	2529.0	3	0	0.00	21	14	27.91	26	36	44.19	29	50	27.91
All Grades	N/A	N/A	N/A	3	0	0.00	21	14	27.91	26	36	44.19	29	50	27.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	7	2.44	63	29	65.85	20	64	31.71
All Grades	17	7	2.44	63	29	65.85	20	64	31.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	17	0	7.32	37	50	65.85	43	50	26.83
All Grades	17	0	7.32	37	50	65.85	43	50	26.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	0	9.76	67	71	68.29	27	29	21.95
All Grades	3	0	9.76	67	71	68.29	27	29	21.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	3	7	9.76	53	50	56.10	37	43	34.15
All Grades	3	7	9.76	53	50	56.10	37	43	34.15

Conclusions based on this data:

1. The percent of students who met or were above standard was 26%, double the percentage from '15-16.
2. The percent of students who were at above standard in reading went from 13% to 35% over the course of a year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	57	46	56	46	34	35	37	23	35	80.7	75.6	62.5
All Grades	57	46	56	46	34	35	37	23	35	80.7	75.6	62.5

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2477.5	2471.5	2472.2	0	0	0.00	0	0	5.71	20	17	14.29	61	83	80.00
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	5.71	20	17	14.29	61	83	80.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	0	0	2.86	16	13	11.43	84	87	85.71	
All Grades	0	0	2.86	16	13	11.43	84	87	85.71	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	2.86	41	43	37.14	57	57	60.00
All Grades	0	0	2.86	41	43	37.14	57	57	60.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0	2.86	38	43	42.86	62	57	54.29
All Grades	0	0	2.86	38	43	42.86	62	57	54.29

Conclusions based on this data:

1. The percent of students meeting the standard in math was 8%. In previous years there have been zero students meeting the standard, so there is some growth occurring.
2. The percent of students scoring above standard in concepts & procedures went from 0% in '15-16 to 37% in '16-17.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10							***			***	***				
11				***	33	80	***	67	20						
12	15	17	9	46	42	55	38	42	36						
Total	11	11	6	39	37	63	44	47	31	6	5				

Conclusions based on this data:

1. There were 15 students who were tested with the CELDT this year. Seven of the fifteen scored proficient. Considering fourteen of the fifteen students tested were twelfth graders, this is not encouraging. EL students who are two or more grade levels below in English are placed into the ILit program with an intervention teacher who previously taught EL classes.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10							***			***	***				
11				***	33		***	67							
12	15	17		46	42		38	42							
Total	11	11		39	37		44	47		6	5				

Conclusions based on this data:

1.

School and Student Performance Data

2016-17 "At-Risk" and Long-Term English Learners (LTEL)

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Blanche Sprentz Elementary	45	5	0	4	10	64
Carl H. Sundahl Elementary	6	3	1	0	17	27
Cordova Gardens Elementary	50	12	6	12	15	95
Cordova High	51	4	113	59	507	734
Cordova Meadows Elementary	78	27	0	15	13	133
Cordova Villa Elementary	103	21	0	20	15	159
Empire Oaks Elementary	21	3	0	1	24	49
Folsom Cordova K-8 Community Charter	6	0	4	2	4	16
Folsom High	16	2	20	8	262	308
Folsom Hills Elementary	19	1	0	4	14	38
Folsom Lake High	0	0	1	7	7	15
Folsom Middle	5	0	13	10	112	140
Gold Ridge Elementary	59	7	0	5	53	124
Kinney High (Continuation)	0	1	13	3	23	40
Mather Heights Elementary	23	3	0	6	27	59
Mills Middle	35	0	61	61	208	365
Natoma Station Elementary	35	0	0	1	27	63
Navigator Elementary	46	18	0	9	33	106
Nonpublic, Nonsectarian Schools	0	0	3	1	1	5
Oak Chan Elementary	17	2	0	3	21	43
Peter J. Shields Elementary	82	17	0	20	25	144
Prospect Community Day School	0	0	0	1	5	6
Rancho Cordova Elementary	125	24	0	24	20	193
Riverview STEM Elementary	18	1	0	2	35	56
Russell Ranch Elementary	31	2	0	4	69	106
Sandra J. Gallardo Elementary	42	4	0	4	55	105
Sutter Middle	21	4	20	10	193	248
Theodore Judah Elementary	46	7	0	5	54	112
Vista del Lago High	5	2	11	1	136	155
W. E. Mitchell Middle	7	1	54	51	179	292
Walnutwood High (Independent Study)	2	1	8	1	17	29
White Rock Elementary	140	33	2	32	40	247
Williamson Elementary	134	28	0	19	43	224

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Folsom-Cordova Unified	1,268	233	330	405	2,264	4,500
Sacramento County	21,955	4,686	7,279	8,391	30,818	73,129
State	683,688	152,669	230,119	265,929	1,047,267	2,379,672

Conclusions based on the school data:

1. Kinney needs to do a better job at reclassifying students at a faster rate.

Conclusions based on the district data:

- 1.

District Assessment Form - English Language Arts

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade 9-10			Grade 9			Grade 10			Grade 11			Grade 12			Grade			Grade			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
ELA DPA Fall							0			3			5											
ELA DPA							0			0														
ELA DPA				NR			5			NR			NR											

Conclusions based on this data:

1. N/A

District Assessment Form – Mathematics

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade Grade 8-12 Intagrated Math			Grade 9			Grade 10			Grade 11			Grade 12			Grade			Grade			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Math DPA Fall							8			0			0											
Math DPA							0			0			0											
Math DPA				NR			0			NR			NR											

Conclusions based on this data:

1. N/A

Survey of School Effectiveness Summary

The school effectiveness elements below characterize the current educational practices at this school. The conclusions reached in this section regarding the contribution of each element to the quality of the program are used to determine improvements described in the following sections of the plan. Summarize the findings of the *Survey of School Effectiveness* using the following rating scale for each of the school effectiveness elements and identify areas for improvement.

1	2	3	4
This element is not developed; its contribution is definitely a barrier to our work. There is little question among staff that this element is in need of improvement.	This element has a history of mixed contribution to the overall quality of the program. While generally satisfactory, some parts can be strong while other parts are problematic	This element contributes to the overall quality of the program. While not among the strongest, it is seen as a positive factor. Improving this element would contribute to overall program improvement, but it is probably not a high priority item.	This element is <u>exceptionally strong</u> . It could be described as in a category that is “above and beyond” what would normally be expected.

School Effectiveness Elements	Average Rating
Guaranteed and Viable Curriculum	3.3
Challenging Goals and Effective Feedback	3.1
Collegiality and Professionalism	3.3
Student Motivation	2.3
Instruction	3.1
Classroom Curriculum Design	3.3
Other: PBIS system in place, tracking results, getting feedback. Programs to reward students doing well.	3
Other:	3.5

Keeping in mind quantitative data analyses (API, AYP, AMAOs, local and common assessments), target for growth the school effectiveness elements that if improved will have the greatest impact on student achievement in targeted areas:

Identify 3-5 School Effectiveness Sub-Elements for Growth	Curriculum Area(s)
Strengthening homeroom culture	All
Incentives for student achievement	All
Attendance	All
Improve critical thinking skills/building confidence among students	All
Consistent reinforcement of school policies by all staff	All

Planned Improvements in Student Performance

English/Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English/Language Arts
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Reading/Language Arts. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
Student progress and educational outcomes will be monitored for success using assessment results. Ensure students are reading at grade level (11th grade). Provide students with high quality classroom instruction and access to a broad course of study. Provide access to A-G courses.
Data Used to Form this Goal:
CAASPP data, CELDT data, IReady diagnostic data, district performance assessments, classroom assessments
Findings from the Analysis of this Data:
26% of students showed overall proficiency on the CAASPP in 2017 (double the percentage from last year). Students showed a 22% increase in the reading strand from '15-16 to '16-17, raising the percentage who were above standard in reading from 13% to 35%. The goal is to increase the number of students who are above the standard for reading to 50%.
How the School will Evaluate the Progress of this Goal:
Implementation of professional learning communities where data will be examined on a regular basis. Analysis of IReady data. Tracking assessment results from students in English intervention classes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English intervention teacher (LCAP 1.3, 3.1, 4.1, 4.3)	2017-2018 2016-2017 2015-2016	Principal, Elena Cabrera	Provide additional programs and support to LTELS and high need students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Provide additional interventions and services during the school year as student academic needs are determined Identify underperforming students through use of IReady			
				3000-3999: Employee Benefits	LCFF - Supplemental	
Collaboration (LCAP 3.1, 3.2)	2017-2018 2016-2017	Principal and English teachers	Subs to release English teachers to monitor student progress, identify interventions and support for underperforming students and evaluate effectiveness of new curriculum.	1000-1999: Certificated Personnel Salaries	Title I	1000
						3000-3999: Employee Benefits

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities (LCAP 3.1)	2017-2018 2016-2017	Administrators and teachers, district professional development	<ul style="list-style-type: none"> Prioritize four target skills to address utilizing book "Academic Moves - Skills for College and Career Readiness" Develop common assessments Utilize common writing rubric for scoring assessments Use assessment data to drive curricular/instructional choices. 	4000-4999: Books And Supplies	Title I	
Extended Day Interventions (LCAP 4.3)	2015-2016	Principal, Elena Cabrera	Summer School	None Specified	LCFF - Supplemental	
	2014-2015 2013-2014		Translation/Testing/Lead Teachers	None Specified	LCFF - Supplemental	
English 11 and English 12 submitted for A-G approval	2017-2018	Principal, English teacher		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Planned Improvements in Student Performance

English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL: District Entry
Performance Goal 2: All limited-English-proficient students will become proficient in English and as well as become proficient or better in reading/language arts and mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
All students will receive instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness. All students, including English Learners, must have access to curriculum that is aligned to the state standards. Student progress and educational outcomes will be monitored for success using assessment results. Ensure English Learners make yearly progress.
Data Used to Form this Goal:
CST, CELDT, IReady diagnostic data, classroom walkthroughs using SDAI methods worksheet
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Progress monitoring of student achievement, classroom walkthroughs, graduation rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Day Interventions (LCAP 2.2)	2015-2016 2014-2015 2013-2014	Principal, Elena Cabrera	Summer School Translation/Testing/Lead Teachers		LCFF - Supplemental LCFF - Supplemental	
Publish parent/student handbook in Spanish on school website.(4.3)	2017-2018 2016-2017 2015-2016	Administrations, district translating services	To increase effective communication to parents and staff.	None Specified	None Specified	
				None Specified	None Specified	
Professional Learning Communities (PLCs) (LCAP 3.1)	2017-2018 2016-2017 2015-2016	District, administration, staff	Guided collaboration time for curriculum implementation and data analysis.	None Specified	None Specified	
Regular classroom walkthroughs utilizing ELD/SDAI checklist (4.3)	2014-2015 2015-2016 2016-2017 2017-2018	Administration				
Provide English learners equal access to experiential learning opportunities with extra curricular activities including: (LCAP 1.3, 4.3)	2017-2018 2016-2017	Administration, staff	Provide English learners equal access to experiential learning opportunities with extra curricular activities	5700-5799: Transfers Of Direct Costs	EIA Funds	255
1. Field Trip to Folsom Lake College for campus tour, FAFSA and registration information.				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Planned Improvements in Student Performance

Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
Student progress and educational outcomes will be monitored for success using assessment results. Ensure students are meeting grade level standards in math (11th grade).
Data Used to Form this Goal:
CAASPP data, IReady diagnostic data, district benchmark tests
Findings from the Analysis of this Data:
CAASPP data indicated that 8% of students met the standard in math this past year. The goal is to double that for next year, with 16% of students meeting the standard in math.
How the School will Evaluate the Progress of this Goal:
Analysis of CAASPP results. Analysis of benchmark testing. Tracking pass rates and credits earned of students in math intervention classes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math intervention teacher (LCAP 4.2)	2016-2017 2017-2018	District, teacher	.45 FTE math teacher. Identify and support underperforming students. Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.	1000-1999: Certificated Personnel Salaries	Title I	27182
				3000-3999: Employee Benefits	Title I	8447
Professional Learning Communities (LCAP 3.1)	2017-2018	Administration, teachers, district lead teachers	<ul style="list-style-type: none"> • Prioritize four target skills to address utilizing book "Academic Moves - Skills for College and Career Readiness" • Develop common assessments • Utilize common writing rubric for scoring assessments • Use assessment data to drive curricular/instructional choices. 	4000-4999: Books And Supplies	Title I	207

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math intervention teacher to start a robotics club to increase interest in mathematics (LCAP 4.2)	2017-2018	Principal, math teacher	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits None Specified	LCFF - Supplemental None Specified None Specified	606
Extended Day Interventions (LCAP 4.2)	2017-2018 2016-2017 2015-2016 2014-2015 2013-2014	Principal, Elena Cabrera	Summer School Translation/Testing/Lead Teachers	None Specified None Specified	LCFF - Supplemental LCFF - Supplemental	
				None Specified	None Specified	
				None Specified	None Specified	

Planned Improvements in Student Performance

Disproportionality

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Low Income
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in all subject areas. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
Increase student attendance rates and reduce chronic absences. Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing subgroups. Provide access to A-G and CTE courses. Ensure Special Education students make yearly progress.
Data Used to Form this Goal:
Attendance data (truancy hunter), approval of A-G courses, ILit data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Multi year comparisons of monthly attendance data, ILit assessments, number of courses approved for A-G, attendance at after school activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities including: 1. Field Trip to Folsom Lake College for campus tour, FAFSA and registration information. 2. Field Trip to Jelly Belly factory as an attendance incentive. 3. End of year field trip - location TBD (LCAP 2.3)	2017-2018	Principal and Staff	Field trips to benefit low income students (including EL and foster youth)	5700-5799: Transfers Of Direct Costs	EIA Funds	999
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Provide behavior and mental health interventions (LCAP 2.4)	2017-2018 2016-2017	District, MFTs	To assist students in fully accessing curriculum and improve the learning environment.			
Provide ongoing collaboration for English intervention teachers (LCAP 2.2, 4.1)	2017-2018 2016-2017	English intervention teachers	Sub coverage for teachers for release time to collaborate on best practices, IReady data,etc.	1000-1999: Certificated Personnel Salaries	Title I	
				3000-3999: Employee Benefits	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math intervention teacher (LCAP 4.2)	2017-2018 2016-2017	Principal, Elena Cabrera	.45 FTE math teacher. Identify and support underperforming students. Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	
After school basketball group (LCAP 2.3)	2017-2018	Marriage Family Therapist	To work with students on anger management, social skills and teambuilding through basketball	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	General Fund General Fund	710 140
1. Lego Mindstorm Club 2. Gardening Club 3. Art Club 4. Homework Club (LCAP 2.3)			To give underprivileged students the opportunity to participate in a robotics club. To give underprivileged students the opportunity to participate in a gardening club to learn about planting and growing vegetables, care of an outdoor garden and greenhouse.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	EIA Funds EIA Funds	2424 448

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>To give underprivileged students the opportunity to participate in an art club. Students will participate in a mosaic art project to benefit the Mather Veteran's Center.</p> <p>To give underprivileged students the opportunity to participate in a homework club. Students will be able to complete work and extra credit for any of their classes in a safe and caring environment.</p>			
			Supplies for clubs	4000-4999: Books And Supplies	EIA Funds	4551

Planned Improvements in Student Performance

World Language

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: World Language			
LEA GOAL: District Entry			
Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better. Performance Goal 5: All students will graduate from high school.			
LCAP GOAL: District Entry			
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)			
SCHOOL GOAL: LCAP Aligned			
District Goal 1: Student Achievement and Success School Goal (s):			
Data Used to Form this Goal:			
Findings from the Analysis of this Data:			
How the School will Evaluate the Progress of this Goal:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
Provide students with high quality classroom instruction and access to a broad course of study. Provide access to A-G courses.
Data Used to Form this Goal:
Biology course approved for A-G in summer 2017. Labs, gradebooks, assessments, Next Generation Science Standards
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Teacher observations, lesson plans, assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Gardening Club (LCAP 4.2)	2017-2018 2016-2017	Teacher	To give underprivileged students the opportunity to participate in a gardening club to learn about planting and growing vegetables, care of an outdoor garden and greenhouse.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	606
				3000-3999: Employee Benefits		LCFF - Supplemental
Biology course submitted for A-G approval	2017-2018	Principal, science teacher		None Specified		None Specified
				None Specified		None Specified

Planned Improvements in Student Performance

History/Social Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Science
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the History/Social Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018
SCHOOL GOAL: LCAP Aligned
Provide student with high quality classroom instruction and access to a broad course of study. Provide access to A-G courses.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Government, Economics, US History all approved for A-G status in summer 2017.	2017-2018	Principal, social science teachers				

Planned Improvements in Student Performance

Counseling/SEL

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Counseling/SEL
LEA GOAL: District Entry
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
School Goals: To provide a safe, healthy and positive learning environment by: continuing antibullying efforts at the school, reduce suspension and expulsion rates, support a positive school climate and increase school connectedness through our Positive Behavior Intervention Supports (PBIS) program, reducing tobacco use among students and increasing the number of students completing CTE courses. Increase student attendance rates and reduce chronic absences. Increase the high school graduation rate and decrease the dropout rate for all students including historically under performing subgroups.
Data Used to Form this Goal:
Student surveys, Healthy Kids Survey, PBIS curriculum
Findings from the Analysis of this Data:
The most recent student survey conducted in August 2017 indicated that 83% of students feel safe while at school.
How the School will Evaluate the Progress of this Goal:
Feedback from students and parents, discussions by staff at staff meetings, informal meetings with counselors on campus, PBIS team meetings every three weeks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Smoking cessation workshops (LCAP 2.4)	3x/year, 2017-2018 3x/year, 2016-2017	Teacher, TUPE counselor		None Specified	Tobacco-Use Prevention Education	0
Schoolwide implementation of PBIS : PBIS curriculum in homeroom, "Paws-itive" moments cards, attendance assemblies, goals for each session (LCAP 2.4)	2017-2018 2016-2017	Administrators and staff, PBIS coach	Decrease the number and intensity of negative behavioral events.	None Specified	None Specified	0
Smoking cessation followup counseling (LCAP 2.4)	Ongoing	TUPE counselor	Individual counseling support for students after the workshop			
1. Field Trip to Folsom Lake College for campus tour, FAFSA and registration information. (LCAP 2.3) 2. Field Trip to Jelly Belly Factory as attendance incentive (LCAP 2.1, 2.3)	2017-2018 2016-2017	Admin, counselor, teachers	To increase college and career awareness To provide incentive for increased attendance	5700-5799: Transfers Of Direct Costs	EIA Funds	999
Promote college and career bound culture: Folsom Lake College speakers, FAFSA and registration assistance, Career GPS field trip, American River College field trip, guest speakers, career fair, CTE field trips, mock job interviews by community members, ASVAB 2x/year, workability, use of Naviance (LCAP 2.2)	2017-2018 2016-2017	Principal and staff				
				None Specified	None Specified	

Planned Improvements in Student Performance

Career and Technical Education

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Career and Technical Education
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in CTE-Career Technical Education. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
All students will receive high quality instruction and have access to curriculum, which promotes college and career readiness. Provide access to CTE courses.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Annual state reporting of concentrators and completers in the CTE programs, tracking number of students who progress from beginning to advanced classes, end of year student survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Articulate advanced metals class with ARC	2016-2017	Principal, metals teacher		None Specified	Other	
				None Specified	Other	
Articulate advanced culinary class with ARC	2016-2017	Principal, culinary teacher				
Staff professional development on college and career readiness anchor standards	2016-2017	Principal, CTE lead teacher				
Field trip to Folsom Lake College. Field trip to Tri Tool for real world industry experience in manufacturing and welding. Field trip to ARC for "Be a student in the welding program for a day" through SCOE. Field trip to Marriott hotel to understand the food services industry inside a major hotel.	2016-2017	Admin, counselor, CTE teachers				
KHS Annual Career Fair	2016-2017	Admin, counselor		None Specified	None Specified	0
				None Specified	None Specified	0
				None Specified	None Specified	0
				None Specified	None Specified	0

Planned Improvements in Student Performance

VAPA-Visual and Performing Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: VAPA-Visual and Performing Arts			
LEA GOAL: District Entry			
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the VAPA/Fine Arts. Performance Goal 5: All students will graduate from high school			
LCAP GOAL: District Entry			
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)			
SCHOOL GOAL: LCAP Aligned			
District Goal 1: Student Achievement and Success School Goal (s):			
Data Used to Form this Goal:			
Findings from the Analysis of this Data:			
How the School will Evaluate the Progress of this Goal:			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Physical Education and Health

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education and Health
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Physical Education and Health. Students will develop healthy lifestyles through physical education and health education. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
Provide students with high quality classroom instruction and access to a broad course of study. Provide updated health curriculum to students.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Number of credits earned in APEX PE class

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide training on 'Positive	October 2017	Health teacher,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Prevention Plus' for new health teachers.		district trainers				
Implement one period of physical education for Kinney High School students	2017-2018 2016-2017	Principal, counselor, PE teacher				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	33,477	-3,557.00
LCFF - Supplemental	43,858	42,537.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EIA Funds	9,676.00
General Fund	850.00
LCFF - Supplemental	1,321.00
None Specified	0.00
Title I	37,034.00
Tobacco-Use Prevention Education	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	31,818.00
2000-2999: Classified Personnel Salaries	710.00
3000-3999: Employee Benefits	9,342.00
4000-4999: Books And Supplies	4,758.00
5700-5799: Transfers Of Direct Costs	2,253.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	EIA Funds	2,424.00
3000-3999: Employee Benefits	EIA Funds	448.00
4000-4999: Books And Supplies	EIA Funds	4,551.00
5700-5799: Transfers Of Direct Costs	EIA Funds	2,253.00
2000-2999: Classified Personnel Salaries	General Fund	710.00
3000-3999: Employee Benefits	General Fund	140.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,212.00
3000-3999: Employee Benefits	LCFF - Supplemental	109.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	28,182.00
3000-3999: Employee Benefits	Title I	8,645.00
4000-4999: Books And Supplies	Title I	207.00
None Specified	Tobacco-Use Prevention Education	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 – English Language Arts	1,198.00
Goal 2 – English Language Development	255.00
Goal 3 – Mathematics	36,442.00
Goal 4 – Disproportionality	9,272.00
Goal 5 – World Language	
Goal 6 – Science	715.00
Goal 7 – History/Social Science	
Goal 8 – Counseling	999.00
Goal 9 – Career and Technical Education	0.00
Goal 10 – Fine Arts	
Goal 11 – Physical Education and Health	

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council

Signature

English Learner Advisory Committee

Signature

Title I Parent Involvement Policy

Title I Parent Compact

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dana Carrigan	X				
Faye Pachonas		X			
Richard Smith		X			
Allen Sims (SSC Chair)			X		
Edward Regan				X	
Rocco- Mckendree, Gloriajean				X	
Valanna Martinez					X
Sarah Regan					X
Hailey Kearney					X
Ellen Chrismer		X			
Numbers of members of each category:	1	3	1	2	3

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) Membership

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 Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
N/A					
Numbers of members of each category	1			3	
TOTALS (Check for Parity)					

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 Single 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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 09/26/17.

Attested:

Dana Carrigan

 Typed Name of School Principal

 Signature of School Principal

 Date

Allen Sims

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date



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Dana Carrigan
Kinney Continuation High School
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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan for Student Achievement	2017-10-03		View	View	38

Previous Section

Current Section

Next Section

[English Learner Advisory Committee \(ELAC\) Membership](#)

[Recommendations and Assurances](#)

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Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- 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 Single 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 (Check those that apply):
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Program Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Departmental Advisory Committee (secondary)
 - Other committees established by the school or district (list): _____
- 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.

Signature

Signature

Signature

Signature

Signature

Signature

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

6. This SPSA was adopted by the SSC at a public meeting on 09/26/17

Attested:

Dana Carrigan

Typed Name of School Principal

Signature of School Principal

Date

Allen Sims

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Previous Section

English Learner Advisory Committee (ELAC) Membership

Current Section

Recommendations and Assurances

Next Section

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Kinney Continuation High School
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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan for Student Achievement	2017-09-27		View	View	39

Previous Section: [Summary of Expenditures by Goal](#) Current Section: [Annual Notice of Uniform Complaint Procedures](#) Next Section: [Title I Parent Involvement Policy](#)

Save Data View Current Document View Section

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies


The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- Uniform Complaint Procedures
- Non-Discrimination/Sexual Harassment

School Site Council

English Learner Advisory Committee

Signature



Signature

September 19th, 2017

Kinney High School

NOTICE OF SITE COUNCIL MEETING

Open to the Public

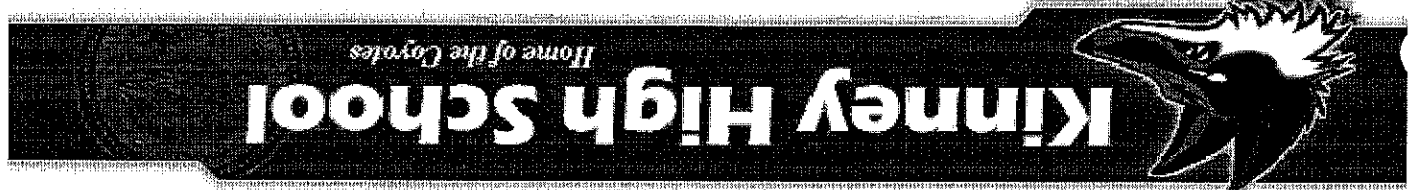
Date: September 26th, 2017

Time: 2:45pm

Room 15

Published Agenda

- Review School and Student Performance Data
- Goals for 2017-2018
- Safety binder
- Discussion of Action Plan Items
- Budget



Kinney High School
Site Council Agenda
 Tuesday, Sept. 26, 2017
 2:45 pm - 3:30 pm

Meeting called by:
 Location:
 Invitees:

Dana Carrigan, Principal
 Media Center
 Dana Carrigan, Allen Sims, Faye Pachonas, Richard Smith, Edward
 Regan, Gloria Jean Mckendree, Sarah Regan, Valanah Martinez, Hailey
 Kearney, Ellen Chrismer

Open to the Public

Time	Topic
2:45 PM	Items for Discussion and/or Action

New Items

1. Review of School Safety Plan
2. Review of Uniform Complaint Procedures
3. Review Single Plan for School Achievement:
 - What does current data reflect
 - What are our strengths and areas of need/improvement
 - What goals have we developed to meet those needs
 - What is our plan to meet those goals/Title I spending
 - Vote to approve



Kinney High School
Site Council Minutes
 Tuesday, Sept. 26, 2017
 2:45 pm - 3:30 pm

Meeting called by:
 Location:
 Invitees:

Allen Sims, Site Council Chair, Dana Carrigan, Principal
 Media Center
 Dana Carrigan, Allen Sims, Faye Pachonas, Richard Smith, Edward
 Regan, Gloria Jean Mckendree, Sarah Regan, Valanah Martinez, Hailey
 Kearney, Ellen Chrismer

Open to the Public

Time

Topic

Items for Discussion and/or Action

2:45 PM

New Items

1. Review of School Safety Plan
 Reviewed components of plan, voted to approve. Plan approved by all present.

2. Review of Uniform Complaint Procedures
 Discussed types of complaints and where to find the Uniform Complaint Procedures. No Questions.

3. Review Single Plan for School Achievement:
 What does current data reflect
 What are our strengths and areas of need/improvement
 What goals have we developed to meet those needs
 What is our plan to meet those goals/Title I spending
 Vote to approve
 Discussed goals, strategies, action plan items and budget. Plan approved by all present.

Budget By Expenditures

Kinney Continuation High School

Funding Source: EIA Funds

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
To increase college and career awareness	5700-5799: Transfers Of Direct Costs	\$999.00		1.Field Trip to Folsom Lake College for campus tour, FAFSA and registration information. (LCAP 2.3)2.Field Trip to Jelly Belly Factory as attendance incentive (LCAP 2.1, 2.3)
Provide English learners equal access to experiential learning opportunities with extra curricular activities	5700-5799: Transfers Of Direct Costs	\$255.00		Provide English learners equal access to experiential learning opportunities with extra curricular activities including: (LCAP 1.3, 4.3)1.Field Trip to Folsom Lake College for campus tour, FAFSA and registration information.
Field trips to benefit low income students (including EL and foster youth)	5700-5799: Transfers Of Direct Costs	\$999.00		Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities including: 1.Field Trip to Folsom Lake College for campus tour, FAFSA and registration information. 2.Field Trip to Jelly Belly factory as an attendance incentive. 3. End of year field trip - location TBD(LCAP 2.3)
To give underprivileged students the opportunity to participate in a robotics club.	1000-1999: Certificated Personnel Salaries	\$2,424.00		1. Lego Mindstorm Club 2. Gardening Club3. Art Club 4. Homework Club(LCAP 2.3)
To give underprivileged students the opportunity to participate in a gardening club to learn about planting and growing vegetables, care of an outdoor garden and greenhouse.	3000-3999: Employee Benefits	\$448.00		1. Lego Mindstorm Club 2. Gardening Club3. Art Club 4. Homework Club(LCAP 2.3)
Supplies for clubs	4000-4999: Books And Supplies	\$4,551.00		1. Lego Mindstorm Club 2. Gardening Club3. Art Club 4. Homework Club(LCAP 2.3)
EIA Funds Total Expenditures:		\$9,676.00		
EIA Funds Allocation Balance:		\$0.00		

Funding Source: General Fund

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Kinney Continuation High School

To work with students on anger management, social skills and teambuilding through basketball	2000-2999: Classified Personnel Salaries	\$710.00	After school basketball group (LCAP 2.3)
	3000-3999: Employee Benefits	\$140.00	After school basketball group (LCAP 2.3)

General Fund Total Expenditures: \$850.00

General Fund Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$43,858.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional programs and support to LTELs and high need studentsProvide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$606.00		Math intervention teacher to start a robotics club to increase interest in mathematics (LCAP 4.2)
To give underprivileged students the opportunity to participate in a gardening club to learn about planting and growing vegetables, care of an outdoor garden and greenhouse.	1000-1999: Certificated Personnel Salaries	\$606.00		Gardening Club (LCAP 4.2)
	3000-3999: Employee Benefits	\$109.00		Gardening Club (LCAP 4.2)

LCFF - Supplemental Total Expenditures: \$1,321.00

LCFF - Supplemental Allocation Balance: \$42,537.00

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Kinney Continuation High School

None Specified	\$0.00	KHS Annual Career Fair
None Specified	\$0.00	KHS Annual Career Fair
None Specified	\$0.00	KHS Annual Career Fair
None Specified	\$0.00	

Decrease the number and intensity of negative behavioral events.

None Specified	\$0.00	Schoolwide implementation of PBIS : PBIS curriculum in homeroom, "Paws-itive" moments cards, attendance assemblies, goals for each session (LCAP 2.4)
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None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Funding Source: Title I

\$33,477.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Subs to release English teachers to monitor student progress, identify interventions and support for underperforming students and evaluate effectiveness of new curriculum.	1000-1999: Certificated Personnel Salaries	\$1,000.00		Collaboration (LCAP 3.1, 3.2)
	3000-3999: Employee Benefits	\$198.00		Collaboration (LCAP 3.1, 3.2)
.45 FTE math teacher. Identify and support underperforming students. Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.	1000-1999: Certificated Personnel Salaries	\$27,182.00		Math intervention teacher (LCAP 4.2)
	3000-3999: Employee Benefits	\$8,447.00		Math intervention teacher (LCAP 4.2)

Kinney Continuation High School

<p>- Prioritize four target skills to address utilizing book "Academic Moves - Skills for College and Career Readiness"- Develop common assessments- Utilize common writing rubric for scoring assessments-Use assessment data to drive curricular/instructional choices.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$207.00</p>	<p>Professional Learning Communities (LCAP 3.1)</p>
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Title I Total Expenditures: \$37,034.00

Title I Allocation Balance: (\$3,557.00)

Funding Source: Tobacco-Use Prevention Education \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$0.00		Smoking cessation workshops (LCAP 2.4)

Tobacco-Use Prevention Education Total Expenditures: \$0.00

Tobacco-Use Prevention Education Allocation Balance: \$0.00

Kinney Continuation High School Total Expenditures: \$48,881.00