

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Kinney High School
Address	2710 Kilgore Road Rancho Cordova, CA 95670
County-District-School (CDS) Code	34673303434792
Principal	Michelle Flowers
District Name	Folsom Cordova Unified School District
SPSA Revision Date	September 26, 2018
Schoolsite Council (SSC) Approval Date	September 26, 2018
Local Board Approval Date	November 1, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 & 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.

Stakeholder Engagement

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

Involvement Process for the SPSA and Annual Review and Update

Staff, students and parents were involved in the creation of this SPSA through parent and student surveys, site council meetings, and site PLC meetings. The first site council meeting took place on September 20th. Parent surveys were distributed at Back to School Night on August 30th. Student Surveys were completed in the Fall of 2017. Staff reviewed and gave input at multiple staff meetings in August and September.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	%	%	0		
African American	17.7%	%	%	24		
Asian	3.7%	%	%	5		
Filipino	0.0%	%	%	0		
Hispanic/Latino	41.9%	%	%	57		
Pacific Islander	0.7%	%	%	1		
White	27.9%	%	%	38		
Multiple/No Response	7.4%	%	%	10		
Total Enrollment				136		

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade3	0		
Grade 4	0		
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Grade 9	0		
Grade 10	7		
Grade 11	45		
Grade 12	84		
Total Enrollment	136		

Conclusions based on this data:

1. The demographics at Kinney do not represent the overall demographics of the district.

2. We have over a 20% homeless population rate.
3. Our top three ethnicities are white, latino, and african american.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners				14.7%		
Fluent English Proficient	23			16.9%		
Reclassified Fluent English Proficient	5			26.3%		

Conclusions based on this data:

1. We have a relatively small EL population but enough to strengthen our EL supports.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	59	45	31	43	30	14	43	29	31.8	72.9	66.7
All Grades	47	59	45	31	43	30	14	43	29	31.8	72.9	66.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 11	2505.	2529.	2487.	0	0.00	0.00	14	27.91	13.79	36	44.19	31.03	50	27.91	55.17
All Grades	N/A	N/A	N/A	0	0.00	0.00	14	27.91	13.79	36	44.19	31.03	50	27.91	55.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	2.44	3.45	29	65.85	37.93	64	31.71	58.62
All Grades	7	2.44	3.45	29	65.85	37.93	64	31.71	58.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	7.32	0.00	50	65.85	44.83	50	26.83	55.17
All Grades	0	7.32	0.00	50	65.85	44.83	50	26.83	55.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	9.76	13.79	71	68.29	62.07	29	21.95	24.14
All Grades	0	9.76	13.79	71	68.29	62.07	29	21.95	24.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	9.76	3.45	50	56.10	37.93	43	34.15	58.62
All Grades	7	9.76	3.45	50	56.10	37.93	43	34.15	58.62

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.
3. The overall performance of our students at Kinney are far below district averages.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	46	56	45	34	35	29	23	35	29	75.6	62.5	64.4
All Grades	46	56	45	34	35	29	23	35	29	75.6	62.5	64.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 11	2471.	2472.	2425.	0	0.00	0.00	0	5.71	0.00	17	14.29	10.34	83	80.00	89.66
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	5.71	0.00	17	14.29	10.34	83	80.00	89.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	2.86	0.00	13	11.43	0.00	87	85.71	100.0
All Grades	0	2.86	0.00	13	11.43	0.00	87	85.71	100.0

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	2.86	0.00	43	37.14	35.71	57	60.00	64.29
All Grades	0	2.86	0.00	43	37.14	35.71	57	60.00	64.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	2.86	0.00	43	42.86	34.48	57	54.29	65.52
All Grades	0	2.86	0.00	43	42.86	34.48	57	54.29	65.52

Conclusions based on this data:

- 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.
- The percent of students scoring above standard in concepts & procedures went from 0% in '15-16 to 37% in '16-17.
- The overall performance of our students at Kinney are far below district averages.

School and Student Performance Data

CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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

Conclusions based on this data:

1.

School and Student Performance Data

CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
10										***					
11				33	80		67	20							
12	17	9		42	55		42	36							
Total	11	6		37	63		47	31		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 Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
10										***					
11				33	80		67	20							
12	17	8		42	46		42	31						15	
Total	11	6		37	56		47	28		5				11	

Conclusions based on this data:

- 1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The suspension rate for Kinney is high but has decreased over the past years.
2. Suspensions are disproportionate compared to the percentage of ethnicities at our school.

School and Student Performance Data

Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. Our absenteeism rate is extremely high (64% positive attendance rate.)
2. The addition of an attendance clerk will help us track, document, and intervene with our chronic truants.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Our suspension rate is relatively low for a continuation High School. We had 32 suspensions last year, which is half of what we had two years prior.

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Graduation Rate (9-12)

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Our graduation rate was extremely low last year with one of the smallest graduating classes in a decade.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A			N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A			N/A
English Learners	N/A			N/A
Foster Youth	N/A			N/A
Homeless	N/A			N/A
Socioeconomically Disadvantaged	N/A			N/A
Students with Disabilities	N/A			N/A
African American	N/A			N/A
American Indian	N/A			N/A
Asian	N/A			N/A
Filipino	N/A			N/A
Hispanic	N/A			N/A
Pacific Islander	N/A			N/A
Two or More Races	N/A			N/A
White	N/A			N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Mathematics (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The expansion of our two CTE pathways has increased college and career readiness.
2. The addition of our A-G courses has increased college and career readiness.

Goals, Strategies, & Proposed Expenditures

Goal 1

Statement

Access to curriculum that is aligned to the state standards, especially English Learners.

Goal Description

All students, including English learners, will have access to to curriculum that is aligned to state standards and delivered by fully credentialed teachers.

LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Basis for this Goal

CAASPP data, CELDT data, IReady diagnostic data, district performance assessments, classroom assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CELDT data		
Graduation rate		
Attendance		
Healthy Kids survey results		

Planned Strategies/Activities

Strategy/Activity 1

English intervention teacher (LCAP 1.3, 3.1, 4.1, 4.3)

English learners will be provided with equal access to experiential learning opportunities with extra curricular activities.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2018-June 2019

Person(s) Responsible

Administration and staff

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 Identify underperforming students through use of IReady
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 2

Collaboration (LCAP 3.1, 3.2) Staff will continue to collaborate on best practices for all struggling students.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

District, administration, and staff

Proposed Expenditures for this Strategy/Activity

Amount	1400
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs to release English teachers to monitor student progress, identify interventions and support for underperforming students and evaluate effectiveness of new curriculum.
Amount	286
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

Professional Learning Communities (LCAP 3.1) Allow time for staff to collaborate on best practices and data analysis to guide instruction. This also includes professional development opportunities to share with PLC's.

Students to be Served by this Strategy/Activity

All students.

Timeline

August 2018-June 2019

Person(s) Responsible

Administrators and teachers, district professional development

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<ul style="list-style-type: none">• Professional development• Develop common assessments• Utilize common writing rubric for scoring assessments• Use assessment data to drive curricular/instructional choices.
Amount	206
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 4

Extended Day Interventions (LCAP 4.3)

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal, Elena Cabrera

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

English 11 and English 12 submitted for A-G approval (3.3) Our goal is to maintain our A-G approval for English 12 and attain A-G approval for English 11.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-August2019

Person(s) Responsible

Principal, Assistant Principal, English teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

English novels for 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.

Students to be Served by this Strategy/Activity

All students, specifically low level readers.

Timeline

August 2018-June2019

Person(s) Responsible

English teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	English novels for low level readers for use in ILit classes and with EL students

Strategy/Activity 7

Supplies for annotating and writing, updating material (LCAP 1.3, 4.1)

Students to be Served by this Strategy/Activity

Timeline

2017-2018

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	479
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for annotating and writing, updating material

Strategy/Activity 8

Replacement of technology (Chromebooks, headphones, computers)

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	replacement of technology

Goals, Strategies, & Proposed Expenditures

Goal 2

Statement

Increase parent and student engagement.

Goal Description

We will see increased student attendance rates (current rate of 64% will increase towards the desired district attendance rate of 96%) and a reduction in chronic absenteeism. With an increase in student engagement, we will see a decrease in suspensions and expulsions. In turn, we will see an increase in high school graduation rates and a decrease in dropout rates for all students, including those historically underperforming students.

LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically underperforming sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Basis for this Goal

Suspension and expulsion rates, graduation rates, parent, staff, and student surveys, and attendance rates.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rates	Current attendance rate is 64%	Increase overall attendance rate to approach 96%.
Access to CTE and A-G courses	Current offerings	Career and college readiness
Suspension and expulsion rates	Current suspension rates and expulsion rates.	
Graduation rates	Increase graduation rate.	
Student, staff, and parent surveys	More agreement on positive school culture indicators.	

Planned Strategies/Activities

Strategy/Activity 1

Provide extra-curricular activities that are accessible to all students and will increase connectedness.

1. Lego Mindstorm Club
2. Gardening Club
3. Art Club
4. Homework Club (LCAP 2.3)
5. Basketball Club
6. LEadership
7. Girls/Boys clubs

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June2019

Person(s) Responsible

Administration, MFTs, counselors, staff

Proposed Expenditures for this Strategy/Activity

Amount	5600
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Clubs, teams, activities
Amount	1143
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Amount	1400
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and equipment for clubs

Strategy/Activity 2

Professional Learning Communities (PLCs) (LCAP 3.1)- Allow time for staff to analyze attendance, graduation, suspension rates, and survey results to ensure the school culture is inclusive and positive for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Administrations, staff

Proposed Expenditures for this Strategy/Activity

Amount	1828
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To have a PLC that focuses on school culture and analyzes current program effectiveness. Hourly subs.

Amount	376
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

Host events that include students and their families and build cohesiveness.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

Administration and staff

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Statement

Access to high quality instruction and a broad course of study.

Goal Description

By providing professional development in the area of common core and best practices (including for English learners,) students will have access to high quality instruction. By providing access to an increasing number of CTE opportunities and approved A-G course, students will also have access to a broad course of study that will make them college and career ready.

LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

Basis for this Goal

CAASPP data, IReady diagnostic data, district benchmark tests

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Professional development participation	Sign in sheets	Active participation by all staff
A-G approved courses	Increase the number of A-G courses	Increase the number of A-G courses
Access to CTE pathways	Continue to develop Kinney's CTE pathways	Higher rates of students prepared for careers and college
Staff, student, parent surveys		

Planned Strategies/Activities

Strategy/Activity 1

Professional Learning Communities (LCAP 3. Create a professional development calendar that focuses on best practices and common core materials.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

District, administration, staff

Proposed Expenditures for this Strategy/Activity

Amount	2400
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for PLC work
Amount	492
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Amount	3808
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	For conferences and conference expenses

Strategy/Activity 2

Continue to increase the number of A-G courses that are available on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

August 208-June 2019

Person(s) Responsible

Administration, teachers, district lead teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue to work with CTE teachers and the district to ensure students are getting access to CTE pathways on site that are supported by the district.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

District, CTE coordinator, Administrators, CTE teachers

Proposed Expenditures for this Strategy/Activity

Amount

2000

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

Purchase supplies that support the Culinary and Welding programs

Goals, Strategies, & Proposed Expenditures

Goal 4

Statement

Students will be performing at grade level and showing early growth.

Goal Description

Ensure students are reading at grade level (8th and 11th grades) and meeting grade level standards in Math (8th and 11th grades.) Ensure that English Learners and Special Ed students are making yearly progress.

LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Basis for this Goal

Attendance data (truancy hunter), approval of A-G courses, ILit data, CAASPP, graduation rates

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data	Dashboard released in December 2018	
Graduation rates	Insert graduation rates	
Formative and summative assessments	Development of common assessments	
ELPAC and EL re-classifications	Increased EL re-classifications	Increase in ELPAC scores

Planned Strategies/Activities

Strategy/Activity 1

4.1(B) Facilitate data analysis and progress monitoring through "Every Child by Name" collaboration to identify and support under-performing students and provide interventions.

Students to be Served by this Strategy/Activity

Under-performing students

Timeline

August 2018-June 2019

Person(s) Responsible

District, Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	release time to analyze data
Amount	207
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 2

Provide interventions in both Math and ELA for under-performing students (focusing on effective reading strategies and basic Math facts and hands on learning.)

Students to be Served by this Strategy/Activity

Under-performing students.

Timeline

August 2018-June2019

Person(s) Responsible

District, Administration, staff

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide intervention support after school and within the school day.
Amount	819
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Strategy/Activity 3

4.3;Ensure EL students receive appropriate EL/ELD curriculum and instruction through teacher support and training.

Students to be Served by this Strategy/Activity

EL students

Timeline

August 2018-June2019

Person(s) Responsible

District, Administration, staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	To assist students in fully accessing curriculum and improve the learning environment.

Strategy/Activity 4

4:4: Provide training for behavior interventions and trauma informed practices.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018-June 2019

Person(s) Responsible

District, Administration, staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	To provide PD in SEL and trauma informed practices.
Source	None Specified
Budget Reference	None Specified

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English intervention teacher (LCAP 1.3, 3.1, 4.1, 4.3)	Implemented.	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 Identify underperforming students through use of IReady 1000-1999: Certificated Personnel Salaries LCFF - Supplemental	
Collaboration (LCAP 3.1, 3.2)	Implemented.	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 1700	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits Title I 338	
Professional Learning Communities (LCAP 3.1)	Dana used this as a PLC.	<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 300	
Extended Day Interventions (LCAP 4.3)	Available	Summer School None Specified LCFF - Supplemental Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
English 11 and English 12 submitted for A-G approval (3.3)	Achieved.	None Specified None Specified None Specified None Specified	
English novels for low level readers (LCAP 1.3, 3.1, 4.1, 4.3)	Purchased.	English novels for low level readers for use in ILit classes and with EL students 4000-4999: Books And Supplies Title I 410	
Supplies for annotating and writing, updating material (LCAP 1.3, 4.1)	Purchased.	Supplies for annotating and writing, updating	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		material 4000-4999: Books And Supplies Title I 400	

Analysis

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

All actions/services were provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We did see an increase in achievement but not in the graduation rates.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

This goal will exist moving forward but is goal 3 and will include professional development, release time, and supplies and material expenditures.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Extended Day Interventions (LCAP 2.2)	Available.	Summer School LCFF - Supplemental	
		Translation/Testing/Lead Teachers LCFF - Supplemental	
Publish parent/student handbook in Spanish on school website.(4.3)	Achieved.	To increase effective communication to parents and staff. None Specified None Specified	
		None Specified None Specified	
Professional Learning Communities (PLCs) (LCAP 3.1)	Implemented.	Guided collaboration time for curriculum implementation and data analysis. None Specified None Specified	
Regular classroom walkthroughs utilizing ELD/SDAI checklist (4.3)			
Provide English learners equal access to experiential learning opportunities with extra curricular activities including: (LCAP 1.3, 4.3)	Implemented.	Provide English learners equal access to experiential learning opportunities with extra curricular activities 5700-	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Field Trip to Folsom Lake College for campus tour, FAFSA and registration information.		5799: Transfers Of Direct Costs EIA Funds 255	
English novels for low level readers (LCAP 1.3, 3.1, 4.1, 4.3)	Purchased.	None Specified None Specified	
Supplies for annotating and writing, updating material (LCAP 1.3, 4.1)	Purchased.	None Specified None Specified	
		English novels for low level readers for use in ILit and with EL students 4000-4999: Books And Supplies Title I 350	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	
		Supplies for annotating and writing, updating material 4000-4999: Books And Supplies Title I 309	

Analysis

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

All actions/services were provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While it increased achievement for some, it did not increase graduation rates.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

This will continue as a goal but is goal 1. Expenditures will be release time, intervention stipends, materials and supplies.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Student progress and educational outcomes will be monitored for success using assessment results. Ensure students are meeting grade level standards in math (11th grade).

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math intervention teacher (LCAP 4.2)	This was achieved but ceased this year.	<p>.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.</p> <p>1000-1999: Certificated Personnel Salaries Title I 27182</p> <p>3000-3999: Employee Benefits Title I 8447</p>	
Professional Learning Communities (LCAP 3.1)	Dana used this as a PLC.	<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 	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>data to drive curricular/instructional choices.</p> <p>None Specified Other</p>	
<p>Math intervention teacher to start a robotics club to increase interest in mathematics (LCAP 4.2)</p>	<p>Implemented.</p>	<p>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 LCFF - Supplemental 606</p> <p>3000-3999: Employee Benefits None Specified</p> <p>None Specified None Specified</p>	
<p>Extended Day Interventions (LCAP 4.2)</p>	<p>Available.</p>	<p>Summer School None Specified LCFF - Supplemental</p> <p>Translation/Testing/Lead Teachers None Specified LCFF - Supplemental</p>	
<p>Graphing calculators to ensure all students can access the curriculum (LCAP 1.3, 4.2)</p>	<p>Purchased</p>	<p>Graphing calculators to ensure all students can access the curriculum</p> <p>4000-4999: Books And Supplies Title I 526</p> <p>None Specified None Specified</p>	

Analysis

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

All actions/services were provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While achievement for many students improved, graduation rates did not.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None noted.

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.

This goal will remain but will be absorbed into goal 4 to include Math and ELA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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)	Implemented.	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 None Specified None Specified	
Provide behavior and mental health interventions (LCAP 2.4)	Implemented.	To assist students in fully accessing curriculum and improve	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		the learning environment.	
Provide sub coverage for teachers to run Student Needs Assistance Program (SNAP) (LCAP 2.4)	Achieved.	To provide interventions for behavior, attendance and credits, student issues, make referrals to mental health specialists 1000-1999: Certificated Personnel Salaries Title I 700 3000-3999: Employee Benefits Title I 338	
Math intervention teacher (LCAP 4.2)	Achieved but discontinued.	.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 3000-3999: Employee Benefits Title I	
After school basketball group (LCAP 2.3)	Implemented by MFT.	To work with students on anger management, social skills and teambuilding through basketball 2000-2999: Classified Personnel Salaries General Fund 710 3000-3999: Employee Benefits General Fund 140	
1. Lego Mindstorm Club 2. Gardening Club 3. Art Club 4. Homework Club (LCAP 2.3)	Implemented.	To give underprivileged students the opportunity to participate in a robotics club. 1000-1999: Certificated Personnel Salaries EIA Funds 2424	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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 EIA Funds 448	
		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.	
		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.	
		Supplies for clubs 4000-4999: Books And Supplies EIA Funds 4551	

Analysis

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

All actions and services were provided.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While achievement for many was evident, the graduation rate decreased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

This goal will remain and will be Goal 2.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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	

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	37694	0.00
LCFF - Supplemental	43,858	43,858.00

Expenditures by Funding Source

Funding Source	Amount
Title I	37,694.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,228.00
3000-3999: Employee Benefits	3,529.00
4000-4999: Books And Supplies	11,129.00
5000-5999: Services And Other Operating Expenditures	3,808.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	17,228.00
3000-3999: Employee Benefits	Title I	3,529.00
4000-4999: Books And Supplies	Title I	11,129.00
5000-5999: Services And Other Operating Expenditures	Title I	3,808.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00

Expenditures by Goal

Goal Number	Amount
Goal 1	8,371.00
Goal 2	10,597.00
Goal 3	8,700.00
Goal 4	10,026.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Michelle Flowers	Principal
Christine Portney	Other School Staff
Richard Smith	Classroom Teacher
Melissa Robelo	Other School Staff
Russell Wray	Secondary Student
Stephanie Leonguerrero	Parent or Community Member
Rebecca Reinsch	Secondary Student
Susan Reinsch	Parent or Community Member
Open	Parent or Community Member

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

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

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 09/26/17.

Attested:

Principal, Michelle Flowers on

SSC Chairperson, Allen Sims on



Kinney High School Site Council Agenda

September 5th

2:45-4:00

Media Center

Michelle Flowers, Allen Sims, Christine Portney, Richard Smith, parent, parent, student,
student

2:45: Call the meeting to order

2:45: Introductions

2:50: Explain the purpose of the site council to include roles and responsibilities

3:00: Elect chairperson and vice-chair

3:10: Review site plan with a focus on Goals 1-5 and expenditures
Discuss revisions

3:40: Possible approval of site plan and signatures
Possible approval of Safety Plan

4:00: Call the meeting to a close

Next meeting: December 5th



Kinney High School Site Council Agenda

September 5th

2:45-3:30

Media Center

Michelle Flowers, Allen Sims, Christine Portney, Richard Smith, parent, parent, student, student

2:45pm: Call the meeting to order- ~~Meeting was called to order at 2:50pm~~

2:50pm: Introductions-Introductions were made: ~~Michelle Flowers, Rebekah Reinsch, Russell Wray, Richard Smith, Christine Portney, and Melissa Robledo. (Susan Reinsch came later- 3:05pm)~~

2:55pm: Explain the purpose of the site council to include roles and responsibilities- ~~Michelle Flowers delivered information~~

3:00: Elect chairperson and vice-chair- ~~Michelle Flowers elected Chairperson/ Richard Smith elected Vice Chairperson. Vote 6 yes /0 no~~

3:05: Review site plan with a focus on Goals 1-5 and expenditures

Discuss revisions- ~~Michelle Flowers went over handout. Asked for any questions, none asked.~~

3:25: Possible approval of site plan and signatures: ~~Vote taken to approve site plan 7 yes/0 no~~

Possible approval of safety plan: ~~Vote taken to approve site plan 7 yes/0 no~~

3:28: Call the meeting to a close- ~~Adjourned~~

Next meeting: December 5th

Kinney High School
 Site Council Meeting
 05 September 2018

Print Name	Signature	Organization	APPROVE
Michelle Flores		Principal, Kinney	
Melissa Roberts		Admin. Asst.	
Rebekah Reinsch		Student	R.K.
Russell Wiley		Staff	R.W.
Christine Patton		Staff	OP.
Rich Smith		Parent	MKS
Susan Reinsch		Parent	MNR
Stephanie Longmuir		grandparent	JK