



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **KIMBROUGH ELEMENTARY** SCHOOL

2018-19

37-68338-6114292
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Baeza, Hernan

Contact Person: Baeza, Hernan

Position: Principal

Telephone Number: 619-362.4400

Address: 321 Hoitt St, Kimbrough Elementary, San Diego, CA, 92102-3132,

E-mail Address: hbaeza@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Kimbrough

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

SITE CONTACT PERSON: Hernan Baeza

PHONE: 619 362 4400 FAX: 619 362 4449 E-MAIL ADDRESS: hbaeza@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>4/30/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>4/30/18</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/30/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 4/30/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Hernan Baeza
Type/Print Name of School Principal

Hernan Baeza
Signature of School Principal

4/30/18
Date

Sara Lewis
Type/Print Name of SSC Chairperson

Sara Lewis
Signature of SSC Chairperson

4/30/18
Date

Miti Merin
Type/Print Name of Area Superintendent

Miti Merin
Signature of Area Superintendent

5/1/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Our mission at Kimbrough Elementary is to provide experiences and teach world class skills and values which empower all children to achieve their fullest potential. That every student is ready for the future by being prepared for college, career and personal success. That in collaboration with our families and community we value: Children, first and foremost; safety and security; uniqueness and diversity; high expectations; learning as a lifelong process; equal access to a quality education; and, all needs of every child.

SCHOOL VISION AND REALITY

To have a school where all children and adults come to learn from one another as a learning community; where everyone feels physically, emotionally and academically safe to learn and grow; where all of our work is aligned to the Common Core State Standards (CCSS) through high levels of student engagement and planning of rigorous instruction; where our classrooms reflect the teaching and learning and also provides support to our students; where all students have strong, academic English language skills and that our English Learners are reclassified before moving to Middle School; and that the instructional practice in our classrooms encompass the 5 Dimensions of Teaching and Learning.

A culture in which actions and discourse between all stakeholders reflect high expectations and beliefs that all of our students can be Proficient in all academic areas. That there is a sense of urgency to ensure all children will be successful as a student and growing into a responsible, respectful and always do what is right citizens.

Instruction & assessments are aligned to CCSS and students are cognitively engaged in rigorous tasks. Instructional decisions are based upon ongoing and regular assessments, both formal and informal. Data analysis takes place on a regular basis, and learners take part in setting goals for their academic growth. Where all stakeholders practice & maintain scholarly behaviors.

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC 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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Our staff looked at the needs of our students and when teachers met as a whole staff they voted to what our priorities would be for the new school year. Parents were engaged in a similar conversation at a Coffee with the Parents/Principal meeting and an ELAC meeting. Our schools' SSC & SGT teams were also offered the information to discuss and then vote on.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Hernan Baeza	Principal
Sara Lewis	Teacher
Hugo Banuelos	Teacher
Teresita Sotelo	Teacher
Maria Isabel Cruz	Other
Eloisa Hernandez	Parent
Vanessa Rendon	Parent
Dovie Jones-Banks	Parent
Yolanda Ramirez	Parent
Dynasty Toney	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 40% (approx. (23) 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 43% (approx. (25) 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: English Learners students

By June 2019, 38% (approx. (15) 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. (10) 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Homeless and Foster Students

By June 2019, 56% (approx. (10) 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 53% (approx. (10) 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. (2) 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. (2) 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

SBAC summatives, Interim assessments, DRA2, PLC created exit slips

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA, Math Assessments and Illuminate Assessments achievement. Analysis will guide subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 50% (approx. (30) 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. (35) 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: English Learners students

By June 2019, 46% (approx. (18) 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 48% (approx. (12) 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Homeless and Foster Students

By June 2019, 56% (approx. (10) 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 58% (approx. (11) 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. (2) 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. (2) 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Interim assessments, end of unit exams, exit slips, and Topic tests

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments. Analysis will guide subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data including work samples and formative assessments are included during each PLC. We closely monitor the progress of our English Learners to accelerate their English Language acquisition with the goal of reclassification. Analysis results in responsive instruction. Findings and progress is are shared with parents and community via advisory groups and School Site Councils (SSC's).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 40% (approx. (23) 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. (35) 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA2, On-demand writing assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI during professional development, PLCs, grade level meetings, etc. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 343 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 60% (approx. 205 families) will attend 3 trainings throughout the year on trainings such as ClassDojo, Achieve 3000, and Math Curriculum Night to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of students in grades 4 and 5 are least represented at school events.

What data did you use to form these goals?:

Parent and attendance sign in sheets

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers will meet on multiple times per year to analyze student progress using site developed criteria. Families are contacted through phone or email based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30-45 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., Pre & Post Lucy Calkins reading & writing assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, attendance clerk, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results various teacher selected/created assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy and math instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student.
- Educational specialists and SETs will provide push in supplemental small group instruction for targeted students in need
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts..
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff to address literacy and math needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
We will use funding to support the implementation of CCSS. We will use funding to purchase needed materials and up to date supplies to best support our students. We also use funding for Lucy Calkins Reading and Writing Units.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$5,809.00	\$5,809.00	0162-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	classroom materials such as composition books, pencils, chart paper etc.

How will you monitor these strategies/activities?: The monitoring of these strategies and activities will be through ILT, SGT, and SSC and during PLC and grade level planning times.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
We will be providing before and after school tutoring for struggling students. Teachers will be identifying targeted students to support in ELA and Math.

How will you monitor these strategies/activities?:
The monitoring of these strategies and activities will be through ILT, SGT, and SSC and during PLC and grade level planning times.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
We will use funding for teachers to engage in deep and thoughtful professional development opportunities. Our teachers use this time to review student work, plan and implement CCSS and Lucy Calkins Reading and Writing Units. This is a great use of time for our teachers to create coherent and rigorous curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$19,200.00	\$23,114.88	0162-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	To provide PLC release time for teachers on a monthly basis.

How will you monitor these strategies/activities?:
The monitoring of these strategies and activities will be through ILT, SGT, and SSC and during PLC and grade level planning times.

Kimbrough Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

- Staff will assist students in meeting graduation requirements by attending to their health and social/emotional needs and by providing additional learning opportunities.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.8000	\$63,544.80	\$91,235.04	0162-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05, LCFF 3	To provide counseling services to students. District Counselor provides student support through weekly social emotional lessons, attendance monitoring, Student Study Team coordination, and student/family problem-solving and resources.
School Nurse -	0.2000	\$15,827.00	\$22,736.84	0162-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	04, LCFF 2	To provide support to struggling students by expanding health/wellness services.

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be through data surrounding promotion rates, character education plan implementation at the school site and surveys of all stakeholders.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Kimbrough provides childcare and light refreshments in order to support our parents and families while we partner together through schoolwide activities and parent education classes.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Support Prsnl PARAS Hrly		\$1,500.00	\$1,926.15	0162-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Child care for parent meetings in order to support parent and family attendance.
In-service supplies		\$267.00	\$267.00	0162-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent meetings such as light refreshments.

How will you monitor these strategies/activities?:

The monitoring of these strategies and activities will be SGT, SSC, and ELAC committees. It will also be through parent surveys, technology use, and participation in events based on parent sign in sheets.

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

To have teachers provide before/after school tutoring for targeted students in need of reading/writing and math instruction.

Identified Need::

K-5 students that are below grade level in reading, writing, math or English language development

Target Group::

K-5 students below grade level in ELA.

Monitoring::

PLC and ILT meetings

Personnel Responsible::

PLCs & ILT, classroom teachers, ELST, SLP, Resource Specialists, Principal

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

To provide additional instructional materials to support reading, writing and math

Identified Need::

K-5 students that are below grade level in reading, writing, math or English language development

Target Group::

K-5 students below grade level in ELA or Math.

Monitoring::

PLC and ILT meetings

Personnel Responsible::

PLCs & ILT, classroom teachers, Counselor, Nurse, SLP, Resource Specialists, Principal

Goal 3: Professional Development
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 To provide classroom teachers PLC monthly release time for lesson design/study, create exit slips and review data.

Identified Need::
 To provide support to classroom teachers and support staff to meet the needs of all students, but particularly those children not at grade level.

Target Group::
 K-5 students and teachers

Monitoring::
 PLCs & ILT, classroom teachers, ELST, SLP, Resource Specialists, Principal

Personnel Responsible::
 PLCs & ILT

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.5500	\$13,720.30	\$30,531.01	0162-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2	For students to check out books and learn referencing strategies.
Supplies		\$21,460.00	\$21,460.00	0162-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 05, LCFF 1, LCFF 2, LCFF 3	Intervention and classroom materials such as pencils, charts, batteries, etc.
Retired NonClstrm Tchr Hrly		\$7,000.00	\$8,427.30	0162-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	03, 04, LCFF 1, LCFF 2	ELPAC testing to ensure appropriate placement and instruction for students with English as a second language.
Interprogram Svcs/Paper		\$2,600.00	\$2,600.00	0162-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	Duplication of classroom materials.
Classroom Teacher Hrly		\$12,300.00	\$14,807.97	0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	After school tutoring for targeted students in both ELA and Math.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	210	21.9	196	25.0	179	25.7	3.8	0.7	210	19.0	196	21.4	178	28.1	9.1	6.7
Female	99	23.2	84	28.6	83	30.1	6.9	1.5	100	14.0	84	17.9	82	20.7	6.7	2.8
Male	111	20.7	112	22.3	96	21.9	1.2	-0.4	110	23.6	112	24.1	96	34.4	10.8	10.3
African American	3	-	4	-	3	-	-	-	3	-	4	-	3	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	204	21.1	185	25.4	171	26.3	5.2	0.9	204	19.1	185	21.6	170	28.2	9.1	6.6
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	3	-	6	-	4	-	-	-	3	-	6	-	4	-	-	-
Multiracial	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
English Learner	112	8.9	109	16.5	94	11.7	2.8	-4.8	112	11.6	109	14.7	92	18.5	6.9	3.8
English-Speaking	98	36.7	87	35.6	85	41.2	4.5	5.6	98	27.6	87	29.9	86	38.4	10.8	8.5
Reclassified†	74	39.2	48	45.8	52	50.0	10.8	4.2	74	32.4	48	41.7	52	36.5	4.1	-5.2
Initially Eng. Speaking	24	29.2	39	23.1	33	27.3	-1.9	4.2	24	12.5	39	15.4	34	41.2	28.7	25.8
Econ. Disadv.*	210	21.9	190	25.3	175	25.7	3.8	0.4	210	19.0	190	22.1	174	28.2	9.2	6.1
Non-Econ. Disadv.	0	-	6	-	4	-	-	-	0	-	0	-	4	-	-	-
Gifted	30	56.7	29	55.2	15	60.0	3.3	4.8	30	46.7	29	48.3	15	66.7	20.0	18.4
Not Gifted	180	16.1	167	19.8	164	22.6	6.5	2.8	180	14.4	167	16.8	163	24.5	10.1	7.7
With Disabilities	25	4.0	19	5.3	0	-	-	-	25	4.0	0	-	12	8.3	4.3	-
WO Disabilities	185	24.3	177	27.1	168	27.4	3.1	0.3	185	21.1	177	23.7	166	29.5	8.4	5.8
Homeless	42	19.0	41	19.5	43	18.6	-0.4	-0.9	41	14.6	41	26.8	40	27.5	12.9	0.7
Foster	0	-	0	-	0	-	-	-	0	-	0	-	3	-	-	-
Military	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	67	29.9	63	28.6	59	33.9	4.0	5.3	66	28.8	63	36.5	59	47.5	18.7	11.0
Female	36	25.0	25	36.0	29	41.4	16.4	5.4	36	19.4	25	32.0	29	37.9	18.5	5.9
Male	31	35.5	38	23.7	30	26.7	-8.8	3.0	30	40.0	38	39.5	30	56.7	16.7	17.2
African American	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	63	28.6	58	29.3	57	33.3	4.7	4.0	62	29.0	58	37.9	57	47.4	18.4	9.5
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	3	-	3	-	1	-	-	-	3	-	3	-	1	-	-	-
Multiracial	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
English Learner	48	16.7	42	23.8	39	23.1	6.4	-0.7	47	19.1	42	31.0	39	35.9	16.8	4.9
English-Speaking	19	63.2	21	38.1	20	55.0	-8.2	16.9	19	52.6	21	47.6	20	70.0	17.4	22.4
Reclassified†	10	90.0	7	-	9	-	-	-	10	80.0	7	-	9	-	-	-
Initially Eng. Speaking	9	-	14	21.4	11	45.5	-	24.1	9	-	14	35.7	11	63.6	-	27.9
Econ. Disadv.*	67	29.9	62	29.0	59	33.9	4.0	4.9	66	28.8	62	37.1	59	47.5	18.7	10.4
Non-Econ. Disadv.	0	-	6	-	4	-	-	-	0	-	0	-	4	-	-	-
Gifted	7	-	7	-	4	-	-	-	7	-	7	-	4	-	-	-
Not Gifted	60	23.3	56	21.4	55	32.7	9.4	11.3	59	22.0	56	30.4	55	45.5	23.5	15.1
With Disabilities	5	-	19	5.3	0	-	-	-	5	-	0	-	12	8.3	-	-
WO Disabilities	62	32.3	57	31.6	57	35.1	2.8	3.5	61	29.5	57	40.4	57	49.1	19.6	8.7
Homeless	10	20.0	10	30.0	19	31.6	11.6	1.6	9	-	10	40.0	18	44.4	-	4.4
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	3	-	0	-	-	-	0	-	3	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	73	13.7	67	29.9	56	16.1	2.4	-13.8	73	9.6	67	11.9	55	20.0	10.4	8.1
Female	30	26.7	33	27.3	22	18.2	-8.5	-9.1	30	6.7	33	3.0	22	18.2	11.5	15.2
Male	43	4.7	34	32.4	34	14.7	10.0	-17.7	43	11.6	34	20.6	33	21.2	9.6	0.6
African American	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	72	13.9	62	30.6	53	17.0	3.1	-13.6	72	9.7	62	11.3	52	21.2	11.5	9.9
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	3	-	1	-	-	-	0	-	3	-	1	-	-	-
Multiracial	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
English Learner	46	2.2	43	16.3	32	3.1	0.9	-13.2	46	6.5	43	2.3	31	9.7	3.2	7.4
English-Speaking	27	33.3	24	54.2	24	33.3	0.0	-20.9	27	14.8	24	29.2	24	33.3	18.5	4.1
Reclassified†	20	40.0	13	69.2	13	53.8	13.8	-15.4	20	20.0	13	46.2	13	38.5	18.5	-7.7
Initially Eng. Speaking	7	-	11	36.4	11	9.1	-	-27.3	7	-	11	9.1	11	27.3	-	18.2
Econ. Disadv.*	73	13.7	64	29.7	54	16.7	3.0	-13.0	73	9.6	64	12.5	53	20.8	11.2	8.3
Non-Econ. Disadv.	0	-	3	-	4	-	-	-	0	-	0	-	4	-	-	-
Gifted	13	38.5	7	-	5	-	-	-	13	23.1	7	-	5	-	-	-
Not Gifted	60	8.3	60	25.0	51	11.8	3.5	-13.2	60	6.7	60	6.7	50	16.0	9.3	9.3
With Disabilities	11	9.1	19	5.3	0	-	-	-	11	0.0	0	-	12	8.3	8.3	-
WO Disabilities	62	14.5	64	31.3	51	17.6	3.1	-13.7	62	11.3	64	12.5	50	22.0	10.7	9.5
Homeless	20	20.0	12	8.3	12	8.3	-11.7	0.0	20	10.0	12	25.0	11	9.1	-0.9	-15.9
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	70	22.9	66	16.7	64	26.6	3.7	9.9	71	19.7	66	16.7	64	17.2	-2.5	0.5
Female	33	18.2	26	23.1	32	28.1	9.9	5.0	34	14.7	26	23.1	31	6.5	-8.2	-16.6
Male	37	27.0	40	12.5	32	25.0	-2.0	12.5	37	24.3	40	12.5	33	27.3	3.0	14.8
African American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	69	21.7	65	16.9	61	27.9	6.2	11.0	70	20.0	65	16.9	61	16.4	-3.6	-0.5
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Multiracial	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
English Learner	18	5.6	24	4.2	23	4.3	-1.3	0.1	19	5.3	24	8.3	22	0.0	-5.3	-8.3
English-Speaking	52	28.8	42	23.8	41	39.0	10.2	15.2	52	25.0	42	21.4	42	26.2	1.2	4.8
Reclassified†	44	27.3	28	28.6	30	43.3	16.0	14.7	44	27.3	28	32.1	30	23.3	-4.0	-8.8
Initially Eng. Speaking	8	-	14	14.3	11	27.3	-	13.0	8	-	0	-	12	33.3	-	-
Econ. Disadv.*	70	22.9	64	17.2	62	25.8	2.9	8.6	71	19.7	64	17.2	62	16.1	-3.6	-1.1
Non-Econ. Disadv.	0	-	6	-	2	-	-	-	0	-	0	-	2	-	-	-
Gifted	10	60.0	15	33.3	6	-	-	-	10	50.0	15	26.7	6	-	-	-
Not Gifted	60	16.7	51	11.8	58	22.4	5.7	10.6	61	14.8	51	13.7	58	12.1	-2.7	-1.6
With Disabilities	9	-	10	10.0	0	-	-	-	9	-	0	-	5	-	-	-
WO Disabilities	61	26.2	56	17.9	60	28.3	2.1	10.4	62	22.6	56	19.6	59	16.9	-5.7	-2.7
Homeless	12	16.7	19	21.1	12	8.3	-8.4	-12.8	12	16.7	19	21.1	11	18.2	1.5	-2.9
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Kimbrough Elementary School
TITLE I PARENT INVOLVEMENT POLICY 2018-19

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Kimbrough Elementary has developed a written Title I parental involvement policy with input from Title I parents.

- *An open invitation was extended to parents to meet with the Principal to develop the Title I Parent Involvement Policy for Kimbrough Elementary School.*
- *Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy.*
- *Through open discussion, parents and the Principal reached consensus as to the information to be included in the answer to each item.*

It has distributed the policy to parents of Title I students.

Parent involvement Policy distributed and shared as follows:

- Added it to the bi-weekly parent newsletter. All parents are given an opportunity to review it. Directions for feedback detailed in the newsletter.
- Voice messages to all homes through School Messenger alerting parents that the document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.
- Alert message shared on Friday's morning assembly.
- Parent meeting scheduled for discussion and feedback.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at Kimbrough Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- *Monthly SSC meeting is scheduled at a time convenient for parents to attend.*
- *Input on Title I Policy and programming main topic on SSC agenda.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Many parents attend the monthly Friday assemblies.
 - SSC meetings are scheduled to accommodate parent schedules.
 - Monthly coffee with the principal meetings.
 - Voice messages and emails sent through school messenger.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - School Site Council (SSC) meetings
 - Site Governance Team (SGT) meetings
 - PTO meeting updates

- The school provides parents of Title I students with timely information about Title I programs.
 - Parents are regularly updated on all programs, assessment information and school programming through the Kimbrough bi-weekly newsletter.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are regularly updated on all school programs, assessment information and general school information through the Kimbrough bi-weekly newsletter and school messenger.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - The Principal maintains an open door policy for all parents. Parents can schedule appointments, stop by the office or call. When Principal is available he will address the parental concerns immediately.
 - Parent phone calls are returned within 24 hours.
 - The Principal will request to meet with Parents and Teachers to discuss achievement of Title I students.

Home School-Parent Compact:

Kimbrough Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Home School-Parent Compact is developed by the SSC and has been updated annually by the SSC.

Building Capacity for Involvement:

Kimbrough Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Workshops are provided for parents specifically focused on understanding the Common Core Standards and the Smarter Balanced Assessments.
 - The school provides parents with websites resources for understanding Common Core Smarter Balanced teaching.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Parents are provided with resources to work with their children at home.
 - Teachers develop work at home packets for parents to use in supporting their children academically.
 - The Principal meets with teachers and parents when students are in severe academic jeopardy.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - Parent concerns about academics and other issues are discussed individually when deemed appropriate.
 - Parent concerns and issues are discussed at monthly staff meetings.
 - Parent concerns are summarized in the staff emails.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - Parent workshops on specific topics of concerns have been provided.
 - Parents are encouraged to volunteer in classrooms. Many parents volunteer for school trips.
 - Kimbrough has a functioning PTO. Parents and community members sponsor schoolwide fundraisers to provide extra-curricular programming and experiences that

enhance the instructional program. Additionally, the PTO sponsors several events for families.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Kimbrough Elementary has several staff members that are fluent Spanish speakers that assist with communication/interpretation for parents.
- The school provides support for parental involvement activities requested by Title I parents.
 - Parental requests are honored when they are reasonable and do not infringe on the rights of others.
- **Accessibility**

Kimbrough Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Kimbrough Elementary School is handicap accessible. All entrances and egresses to/from building meet ADA specifications.
- The Principal and teachers adjust their calendars as necessary to meet with parents before and after school.
- When necessary, the Principal makes early evening phone contact with parents to discuss academic and/or social concerns related to the child.
- When possible, the Principal meets with parents for unscheduled meetings to discuss their child's academic and/or social needs.
- All support staff, school nurse, school counselor, school psychologist and instructional staff are aware of district central support offices and make necessary contacts when student's needs cannot be appropriately addressed at the site.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

KIMBROUGH ELEMENTARY

HOME/SCHOOL COMPACT

Kimbrough Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

SCHOOL RESPONSIBILITIES

The **Kimbrough Elementary School** will:

- A. *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:***

Administrator Commitments:

1. Ensure a positive learning climate at the school, and hold high expectations for student achievement.
2. Provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
3. Ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place at our school.
4. Effectively utilize site and community resources to improve student achievement.
5. Foster a safe and positive learning environment with a consistent application of the site discipline plan.
6. Create a welcoming environment for students, families, and community members.
7. Provide regular and direct communication regarding school and learning issues to students, families, and the community.
8. Ensure all stakeholders have the opportunity to be involved/represented in the site decision-making process.
9. Provide staff, parents, and community with ways to participate in planning, reviewing, and implementing the Annual Action Plan
10. Provide equitable opportunities for parents to receive appropriate training to support student learning and strengthen parent involvement.

Teacher Commitments:

1. Set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students.
2. Provide an enriching academic program based on standards.
3. Give students timely feedback on their work.
4. Provide a safe and positive atmosphere for learning consistent with our site discipline plan.
5. Seek out additional resources, such as individual instruction, district supports, etc., to meet my students' special academic needs.
6. Advocate for my students' non-academic needs.
7. Help to create a welcoming environment for students, families, and community members.
8. Provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
9. Actively participate in site decision making.
10. Communicate with the parents of my students through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
11. Return parent calls, and be reasonably available to parents.
12. Suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

B. *Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.*

C. *Provide parents with frequent reports on their child's progress.*

Written Standard Based Report Cards will be provided three times per year. The first two available during the conference dates. The third report card is given on the last day of the school year. Parents are encouraged to schedule teacher conferences to discuss the report during the conference dates. If they do not schedule a conference the report will be sent home on the Friday of the conference week. Arrangements can be made on an individual basis with the teacher for daily, weekly or monthly progress checks with the teacher.

D. *Provide parents reasonable access to staff.*

Parents are encouraged to call, write notes, email the teacher. They may also come on campus before or after school to request a visitation or conference. Classroom visitations may be arranged 24 hours in advance.

E. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*

Parents are recruited to become Kimbrough Volunteers throughout the year. They are encouraged to become involved in all aspects of the site. They may request classroom observations one day ahead of date they wish to observe. They are encouraged to become volunteers to be able to participate on field trips and other activities that extend the classroom instruction.

PARENT/GUARDIAN RESPONSIBILITIES

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount and content of television and other electronic devices my child watches or plays.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Having high expectations for myself and my learning every day.
- Working toward goals I have set for myself.
- Doing my homework every day and ask for help when I need it.
- Reading every day outside of school time.
- Every day, giving all notices and information received by me from my school to my parents/guardians who are responsible for my welfare.

Please note that signatures are not required.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Kimbrough Elementary	09800	1157	Classroom Teacher Hrly			\$ 12,300.00
		1986	Retired NonClsrm Tchr Hrly			\$ 7,000.00
		2231	Other Support Prsnl PARAS	Library Asst	0.5500	\$ 13,720.30
		3000	Employee Benefits			\$ 20,745.98
		4301	Supplies			\$ 21,460.00
		5733	Interprogram Svcs/Paper			\$ 2,600.00
		09800 Total			0.5500	\$ 77,826.28
	30100	1192	Prof&Curriclm Dev Vist Tchr			\$ 19,200.00
		1210	Counselor	School Counselor	0.8000	\$ 63,544.80
		1240	Nurse	School Nurse	0.2000	\$ 15,827.00
		3000	Employee Benefits			\$ 38,514.96
		4301	Supplies			\$ 5,809.00
		30100 Total			1.0000	\$ 142,895.76
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 1,500.00
3000		Employee Benefits			\$ 426.15	
4304		Inservice supplies			\$ 267.00	
	30103 Total				\$ 2,193.15	

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Kimbrough Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
<p>MAXIMIZING INSTRUCTIONAL TIME</p>	<p>Professional development includes ideas for maximizing instructional time. Pacing guides are available on district website and the principal provided a pacing calendar that included pacing for testing and the writing units. Grade levels worked together to add the reading and math pacing schedule to the calendar. This year, teachers identified three students to target in six week blocks/student centered cycle. During this time, teachers closely monitor their performance and provide additional support. Baseline and post data is collected to inform instructional decisions. Teachers regularly discuss instructional strategies to support students performing below grade level expectations during professional development, PLCs (Professional Learning Communities), Grade Level Planning as well as other opportunities.</p> <p>Teachers use ongoing formative assessments throughout the instructional day to monitor student learning. Assessments include exit slips, hand signals and personal white boards, journals, etc. In the area of technology, site monies are used to purchase Achieve 3000 which can be accessed at school and at home.</p> <p>We continue to have a need for a math intervention program that can be accessed using the student devices in TK-2nd grade classrooms. ST Math is being used but the level of use needs to be increased in some classrooms. ST math usage will continue to be monitored.</p>
<p>CLOSING THE ACHIEVEMENT GAP</p>	<p>English Learners are our lowest performing subgroup in both ELA and Math. We surpassed our reclassification goal at the end of last year. We reclassified 33 students. We group our EL students according to their CELDT level and have ELD using the</p>

	<p>SELD curriculum 4 days a week English Learners so that they were grouped according to their CELDT levels.</p> <p>Our students with disabilities receive appropriate accommodations and modifications.</p>
<p>PROFESSIONAL DEVELOPMENT</p>	<p>This year Kimbrough has been focused on the inquiry question, “How do we ensure that every student leaves our classroom a proficient reader?” Most of our professional development is conducted with the ILT’s input. Due to budget cuts, we were not able to increase the amount of PLCs for the 2018-19 school year. We have allocated monies for visiting teachers to release teachers for 8 rounds of PLCs.</p> <p>Professional texts will continue to be purchased for teachers. Due to budget cuts, monies have not been allocated for teachers to attend local conferences, trainings or workshops for professional growth in the 2018-19 school year. Teachers will attend district trainings where substitutes are provided as they have this school year.</p>
<p>GRADUATION/PROMOTION</p>	<p>On the 2016-17 CAASPP in ELA, 34% of third graders met or exceeded the achievement standard. This is a gain of 6% compared to the 2015-16 school year. In Mathematics, 47% of third graders met or exceeded the achievement standard. This is a gain of 11% compared to the 2015-16 school year. We will continue to target our third graders to ensure student progress.</p>
<p>PARENT ENGAGEMENT</p>	<p>We have worked hard to continue to build our parent involvement at Kimbrough. Parents feel informed of school events and activities. In regards to school to home communication, families appreciate our weekly parent newsletter, the Coffee with the Principal and School Messenger. Our school website contains our school calendar and site information but this is an area that could be improved to inform parents and highlight the work we are doing at Kimbrough. The parents have indicated that they appreciate the daily school wide morning openings. They state that it continues to build a sense of community and parent involvement. We have an electronic marquee in which we post upcoming events and functions. The new marquee has helped keep our community informed of Kimbrough’s events and activities.</p> <p>Our parent involvement goal this year is to increase the amount of parents attending our PTO meetings. So far this year, we have seen an increase at every PTO Association meeting. We will continue to build on this positive trajectory.</p> <p>Families feel that parents are involved in school decisions. Parents actively participate on our SSC, and SGT. The principal holds principal coffees and has an open door policy. The principal is easily accessed following our daily morning opening. The principal seeks input regarding school decisions/policies/etc. during coffee with the</p>

	<p>principal.</p> <p>We have many events, activities and services to support families including Family Fridays. We have a high family participation rate for Back to School Night, Open House and Parent-Teacher Conferences. The PTO holds many activities and events that have high participation rates including the Fall Festival, Valentines Family Dance and others. All of our teachers communicate with families through the Class Dojo app. We continue to work on building our participation rate for our English Learner families and our special education families.</p>
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