

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **KIMBROUGH ELEMENTARY** SCHOOL

2020-21

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) 525-2010

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
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-2021 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Kimbrough**

DUE: October 5, 2020

SITE CONTACT PERSON: **Hernan Baeza**

PHONE: 619-362-4400

FAX:

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) CSI School

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:


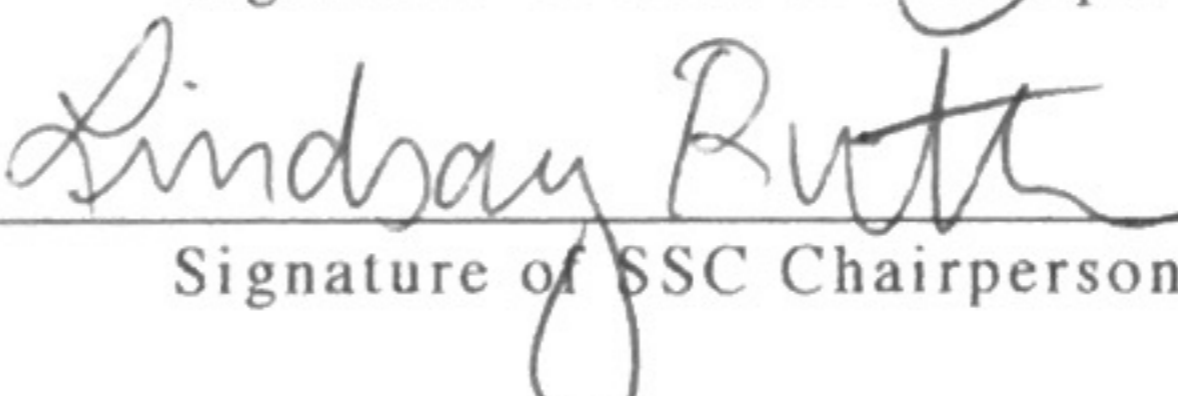

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring 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>9/25/2020</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>9/28/2020</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: 9/28/2020

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.

<u>Hernan Baeza</u>		<u>10-6-2020</u>
Type/Print Name of School Principal	Signature of School Principal	Date
<u>Lindsay Rutten</u>		<u>10-6-2020</u>
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
<u>Yolanda Padilla</u>	<u>Yolanda Padilla</u>	<u>10-6-20</u>
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson	Date
<u>Mitzi Merino</u>		<u>10/6/2020</u>
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

**Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I School wide program school. 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.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Kimbrough, our community engaged in a collaboration process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-20, stakeholders were involved in the 2020-21 budget development process via multiple meeting opportunities to dialogue and to solicit input. These include staff meetings, SGT, SSC/ELAC (rolled into SSC) held throughout the year.

-January 31, 2020- ELAC/PTO provided feedback on budget.

-February 3rd, 2020- Staff provided feedback on budget.

-February 4th, 2020- Budget approved by SSC.

-September 25th, 2020- ELAC/PTO provided feedback on SPSA's.

-September 28th, 2020- Staff/SGT/SSC provided feedback on SPSA's, evaluation and assessment survey, reviewed Title I school parent compact and Title I parent & family engagement policy.

-September 28th, 2020- SSC Approved 20-21 SPSA.

-October 2nd, 2020- Title I presentation, school compact and parent engagement policies were distributed to all families.

RESOURCE INEQUITIES

Our test scores continue to show that we need resources in the areas of Language Arts and Math. We will continue to budget Title I budget for Professional Learning Communities (Visiting Teachers) so that classroom teachers continue to analyze student data and plan lesson design and instruction accordingly. We have also seen that our sub groups of EL's and Special Education students continue to need improvement, and therefore we have set budget aside to pay for the ELA Benchmark curriculum as well as Professional Development training. In analyzing our CHKS survey, we identified a need for our students to have a full time counselor at school so we have budgeted monies from our Title I funds to have our counselor here 5 days a week.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Hernan Baeza	Principal
Patricia MacFarland	Teacher
Tami Davis	Teacher
Jill Miller	Other
Eloisa Hernandez	Parent
Vanessa Rendon	Parent
Alma Hernandez	Parent
John Hernandez	Parent
Mirna Rojas	Parent
Lindsay Rutten	Teacher
Brianna Welsh	Parent
Lelslie Beleche	Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

According to the 2019, California Dashboard the only red indicator is in regards to chronic absenteeism. The other area that we would like to focus on is in regards to suspension rate, which is in the orange category.

***Major Differences**

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

There are no major differences. We will continue to work in collaboration with our attendance clerk and school counselor in order to work with students with chronic absenteeism and our suspension rates.

***Changes**

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

We will continue to monitor our chronic absenteeism. Our attendance clerk along with our school counselor will work together in reaching students with chronic absenteeism.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Pre-K through 3rd	The number of students that are sent to the office for negative behavior will decrease with the SEEP Program (Early Prevention Program for Social and Emotional Needs of Students)	baseline year	1% of students will be sent up for serious discipline issues.	Other (Describe in Objective)	monthly
June 2021	TK-5th Grade	Decrease the number of suspensions with the help of the school counselor delivering weekly lessons that meet the socio-emotional needs of all students.	4.5%	1%	Suspension	monthly

***Identified Need**

On the California Dashboard (2019), Kimbrough is in the red in the following indicators: Chronic Absenteeism. The overall school chronic absenteeism rate is 25.7%.

Chronic Absenteeism Rates (subgroups):

Homeless students=28.4%

English Learners=22.2%

Hispanic students= 24.9%

Socioeconomically Disadvantaged=25.9% (Over 99% of Kimbrough’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the California Dashboard (2019), Kimbrough’s suspension rate is at 4.5% (students were suspended at least one time).

Suspension Rates (subgroups):

English Learners=3.8%

Hispanic=3.1%

Students with Disabilities=5.7%

Socioeconomically Disadvantaged students= 4.5% (Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 57% (with the response of "strongly agree" in each of the indicators (see below). 154 parents completed the survey in a student population of 345 students (as of July 19, 2019).

Parent Involvement (indicators):

-School allows input and welcomes parents' contributions=52%

-School encourages me to be an active partner with the school in educating my child=44%

-School actively seeks the input of parents before making important decisions=39%

-Parents feel welcome to participate at this school=57%

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social-Emotional Learning and Restorative Justice Practices

-Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.

-Schools will continue wellness efforts via school wellness coordinators.

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5th Grade	Homeless/Foster	decrease overall suspension rate	2.9%	1%	Suspension	monthly
June 2021	Tk-5th Grade	English Learner	decrease the overall chronic absenteeism rate	17.9%	10%	Attendance	monthly
June 2021	Tk-5th Grade	Students with Disabilities	decrease the overall chronic absenteeism rate	57%	40%	Chronic Absenteeism	monthly
June 2021	Tk-5th Grade	Black or African American	decrease the overall chronic absenteeism rate	* Small cohort	10%	Chronic Absenteeism	monthly

Student Counseling Support

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: Homeless, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanic, Homeless, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Note: Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

The School Counselor will continue to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates.

The Counselor will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F016225	School Counselor -	0.80000	\$69,657.60	\$100,434.76	0162-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Our school counselor will work with students and families in order to assist in providing resources to best support our students and families' needs.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs while students have opportunities to engage in physical education, health, and wellness learning); strengthening tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic *STAR Reading and DRA* and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis. The Achieve 3000 and Renaissance program also contains an intervention program to target skills deficits in ELA.

Resources were allocated to fund the following:

In-School Resource Teacher (RT) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels and work directly with parents and ELAC.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data, and improve instructional strategies.

***Major Differences**

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

The Resource Teachers (RSP) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. RSP teachers supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated and supports for students. MRT also supported professional development.

(RSP) supported classroom teachers with tier 1 instruction and supported struggling students with tier 2 interventions. RT collaborated with classroom teachers and other support staff in the areas of academics, social/emotional needs, assessments. RT facilitated professional development in all grade levels and worked directly with parents and ELAC.

Visiting teachers released classroom teachers for professional learning communities (PLCs). All teachers participated in lesson design and studies.

***Changes**

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.

RSP teachers will continue to collaborate with administration and other support staff (Physical Education Coach, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.

Visiting teachers will release classroom teachers for monthly PLCs and work collaboratively with PE Prep teacher and other staff to engage students in physical education, health, and wellness learning.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	will meet or exceed standards	32%	40%	CAASPP ELA	annually
June 2021	3-5	will meet or exceed standards on STAR reading	baseline year	40%	Other (Describe in Objective)	monthly

*Identified Need

The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs while students have opportunities to engage in physical education, health, and wellness learning); strengthening tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic *STAR Reading and DRA* and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis. The Achieve 3000 and Renaissance program also contains an intervention program to target skills deficits in ELA.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed standards	32%	40%	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	meet or exceed standards	0%	10%	CAASPP ELA	annually
June 2021	3-5	Black or African American	meet or exceed standards	*small cohort	10%	CAASPP ELA	annually
June 2021	3-5	English Learner	meet or exceed standards on STAR reading	baseline year	40%	Other (Describe in Objective)	monthly
June 2021	3-5	Students with Disabilities	meet or exceed standards on STAR reading	baseline year	10%	Other (Describe in Objective)	monthly
June 2021	3-5	Black or African American	meet or exceed standards on STAR reading	baseline year	10%	Other (Describe in Objective)	monthly

Strategy/Activity 1-RTI and PLC's

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

During monthly PLC's classroom teachers analyze data, and plan for instruction. RSP teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Classroom teachers support struggling students in after school interventions.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0162D1	Prof&Curriclm Dev Vist Tchr		\$14,719.00	\$17,999.87	0162-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC time allows teachers to analyze data.

Strategy/Activity 2-Intervention support

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either Achieve 3000 or Scholastic News to support student learning in literacy. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. Library assistant assists with literacy skills.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0162M	Supplies		\$34,808.00	\$34,808.00	0162-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies needed for EL students.
N0162J	Classroom Teacher Hrly		\$6,198.00	\$7,579.53	0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After school tutoring.

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N01622Y	Supplies		\$60,895.00	\$60,895.00	0162-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Supplemental supplies needed for students.
N01624X	Interprogram Svcs/Paper		\$2,308.00	\$2,308.00	0162-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copy paper.
N01628W	Supplies		\$28,215.00	\$28,215.00	0162-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies needed for students.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The school's overall data for the 2017 school year indicates 28.1% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 25.7% of 3rd-5th grade students met or exceeded grade level standards in Math. There was a drop of 2.4% in the area of Math from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 36.5% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 20% (Math). During the 2017-2018 school year, their performance in met or exceeded grade level standards was at 14.8% (Math). This specific group of students dropped 21.7% in Math.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 47.4% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 30.5% (Math). This is a 16.9% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they moved from 3rd to 5th grade both groups of students dropped in met or exceeded grade level standards. The overall school data indicates a small percentage growth from 2015 (19%) to 2018 (25.7%). This is a slight gain of 6.7% in math. To support student progress in Math, professional development will focus on studying and gaining an in-

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic STAR Math in grades 2nd-5th and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis.

Both Resource Teachers were to support classroom teachers with strengthening tier 1 instruction in both ELA and Math; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students; and Support professional development.

*Major Differences

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

Resource teachers supported classroom teachers with strengthening tier 1 instruction but not in both ELA and Math. More emphasis was placed on ELA. In addition, the school has a school-wide common diagnostic (STAR Math) in grades 2nd-5th.

*Changes

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.

RSP teachers will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. Both resource teachers will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and Provide direct instruction to potential at risk LTELs. A common diagnostic assessment (STAR Reading and Math) will also be in place for all students (2nd-5th).

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	meet or exceed standards	26%	40%	CAASPP Math	annually
June 2021	3-5	meet or exceed standards on STAR math	baseline year	40%	Other (Describe in Objective)	monthly

***Identified Need**

The school's overall data for the 2017 school year indicates 28.1% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 25.7% of 3rd-5th grade students met or exceeded grade level standards in Math. There was a drop of 2.4% in the area of Math from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 36.5% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 20% (Math). During the 2017-2018 school year, their performance in met or exceeded grade level standards was at 14.8% (Math). This specific group of students dropped 21.7% in Math.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 47.4% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 30.5% (Math). This is a 16.9% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they moved from 3rd to 5th grade both groups of students dropped in met or exceeded grade level standards. The overall school data indicates a small percentage growth from 2015 (19%) to 2018 (25.7%). This is a slight gain of 6.7% in math. To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic STAR Math in grades 2nd-5th and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed standards	12%	20%	CAASPP Math	annually
June 2021	3-5	Students with Disabilities	meet or exceed standards	0%	10%	CAASPP Math	annually
June 2021	3-5	Homeless/Foster	meet or exceed standards	21.8%	30%	CAASPP Math	annually
June 2021	3-5	English Learner	meet or exceed standards on STAR Math	baseline year	20%	Other (Describe in Objective)	monthly
June 2021	3-5	Students with Disabilities	meet or exceed standards on STAR Math	baseline year	10%	Other (Describe in Objective)	monthly
June 2021	3-5	Homeless/Foster	meet or exceed standards Math	baseline year	30%	Other (Describe in Objective)	monthly
June 2021	3-5	Black or African American	meet or exceed standards Math	*Small cohort	30%	Other (Describe in Objective)	monthly

Strategy/Activity 1-PLC's

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description									
Teachers have monthly PLC's where they meet to review data and plan accordingly. RSP teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0162-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0162D1	During PLC's teachers will analyze data, and plan for instruction.
Strategy/Activity 2 - Intervention Supports (After School Tutoring)									
*Students to be served by this Strategy/Activity									
Students that are identified during PLC's will participate in after school tutoring.									
*Strategy/Activity - Description									
Classroom teachers across grade levels will tutor focus students after school.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01622J	Teachers will provide after school tutoring for focus student groups.
	Interprogram Svcs/Paper				0162-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01624X	Copy paper for intervention groups.
	Supplies				0162-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0162M	Supplemental supplies needed to support student learning.
	Supplies				0162-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N01622Y	Supplemental supplies needed for student learning.
	Supplies				0162-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01628W	Supplemental supplies needed for student learning.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

English Learner students make up 70.4% of the overall student population. According to the CA Dashboard, English Learner students are performing 46.2 points below standards in ELA and 50.6 below standards in Math. According to the K-5 Summative ELPAC data there are 48 students performing at Level 4 (well developed), 87 students performing at Level 3 (moderately developed), and 48 students performing at Level 2 (somewhat developed), and 25 students performing at a Level 1 (minimally developed).

Resources were allocated to fund the following:

Classroom teachers provided support with tier 1 instruction and support struggling students with tier 2 interventions support for English Learners in acquiring English and accessing grade level content; Collaborate with RSP teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

***Major Differences**

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

Classroom teachers taught with tier 1 instruction but did not support all struggling students with tier 2 interventions.

***Changes**

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.

RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RSP will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, RSP will work directly with community partners, students and families to enhance the school's academic program and to increase family engagement, which will positively impact attendance, school culture and academic progress.

RSP teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). RSP teachers will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RSP teachers will continue to collaborate with administration and other support staff (Physical Education Coach, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.

The goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other circumstances; we would like to see all students making annual expected growth. Data from 18-19 will serve as a baseline due to significant changes in the scale score ranges from 17-18.

***Integrated English Language Development**

- Professional Development with Benchmark specific for ELD.
- Teachers work in collaboration during PLC's and work on ensuring that their lessons reach students that are EL's.
- Classroom walkthroughs to show evidence of ELD.
- Principal will conduct walkthroughs and provide feedback with regards to supporting all of our EL's during their lessons.
- We will continue to get support from the Office of Language Acquisition (OLA) in looking at teaching our EL's.

***Designated English Language Development**

- Professional Development specific for ELD.
- Teachers will teach designated ELD every day.
- Principal will check in during class to ensure that schedules display their designated ELD time every day.
- Classroom walkthroughs to show evidence of ELD.
- Principal will provide feedback to teachers during their designated ELD lessons.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5th	English Learner	meet or exceed standards	32%	40%	CAASPP ELA	annually
June 2021	Tk-5th	English Learner	meet or exceed standards	26%	40%	CAASPP Math	annually
June 2021	Tk-5th	English Learner	meet or exceed standards on STAR reading	33.5%	40%	Other (Describe in Objective)	annually
June 2021	Tk-5th	English Learner	meet or exceed standards on STAR Math	27.5%	30%	Other (Describe in Objective)	annually

***Identified Need**

English Learner students make up 70.4% of the overall student population. According to the CA Dashboard, English Learner students are performing 46.2 points below standards in ELA and 50.6 below standards in Math. According to the K-5 Summative ELPAC data there are 48 students performing at Level 4 (well developed), 87 students performing at Level 3 (moderately developed), and 48 students performing at Level 2 (somewhat developed), and 25 students performing at a Level 1 (minimally developed).

***Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Online professional development modules with iELD (integrated English Language)
- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
- These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
- Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	English Learner	At least 95% of English Learners who are eligible will be reclassified.	90%	95%	Other (Describe in Objective)	annually

PLC's

*Students to be served by this Strategy/Activity

All students will benefit from teacher monthly PLCs and lesson design and lesson observations.

*Strategy/Activity - Description

Teachers will work during their PLC's and look at student sub-groups specifically EL's and identify their needs. We will be using materials to support our integrated ELD. The OLA department will also support our teachers in meeting the needs of our EL's.

Strategy/Activity 2-ELPAC

***Students to be served by this Strategy/Activity**

English Learners will benefit from this activity.

***Strategy/Activity - Description**

Retired non-classroom will administer one on one assessments for the ELPAC sub-tests.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01621W	Retired NonClstrm Tchr Hrly		\$4,685.00	\$5,729.28	0162-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Testing

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The data from our California Dashboard shows that we need to continue to work with our students with disabilities. We need to focus more on students that have an IEP and continue to make sure that we are progress monitoring once per month using STAR reading, STAR math and class work.

*Major Differences

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

We will continue to work in collaboration between our Special Ed team and Gen Ed teachers in meeting the needs of our students with disabilities. We will continue to focus on their needs during our monthly PLC meetings.

***Changes**

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.

Continue to collaborate during our monthly PLC's by looking at data and areas of need and how to address them.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with IEP's will be making progress towards their individual goals.	baseline year	80%	Progress Reports on IEP Goals	every 12 weeks

***Identified Need**

Working with the case managers, we will be monitoring student progress towards their IEP goals.

***Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators.
- All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	English Learner	Making progress towards their IEP goals.	baseline year	80%	Progress Reports on IEP Goals	every 12 weeks

Strategy/Activity 1-STAR Reading/Math PLC***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically students with disabilities. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged.

***Strategy/Activity - Description**

Teacher will test student in STAR Reading/Math Assessment/Progress Monitoring. Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black/African American Students	Decrease Suspension Rates	Baseline Year	1%	Suspensions (Classroom and School)	monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Kimbrough site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Kimbrough will develop and implement a site-specific system for tracking classroom referrals.
3. Kimbrough will create a process for ensuring a student is assigned a Student Champion (school counselor) to help them through any suspension or expulsion process.
4. Kimbrough will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Kimbrough will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Kimbrough is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

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

We will continue to work with our sub-group of black African Americans focused around the area of decreasing our suspension rate.

***Online Learning Implications**

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Counseling Presentations

***Students to be served by this Strategy/Activity**

Our students that are Black/African American will benefit from this goal.

***Strategy/Activity - Description**

Our school counselor will be doing weekly presentations focused around the social emotional needs of our students. This strategy benefits our Black and African American students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0162-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F016225	Counselor will support students with their social emotional needs.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

*Major Differences

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

Childcare was provided for parent trainings and meetings. However, the number of parents who attended trainings/meetings and utilized this support was minimal.

*Changes

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.

Continue to provide childcare for parent trainings/meetings. In addition, subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	35% Strongly Agree	45%	CAL - SCHLS (CSPS)
*Identified Need					
<p>The latest 2018-19 CSPS identified that 35% of respondents stated that they strongly agree that the school allows input and welcomes parent's contributions.</p>					
*Online Learning Implications					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <p>-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.</p> <p>-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.</p> <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <p>-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</p> <p>-Training for parents and other caregivers</p> <p>-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	more parent participation	74%	90%	Attendance
June 2021	ELAC	More parents will participate actively during Coffee with the Principal/ELAC meetings	20%	45%	Meeting Attendance
June 2021	Volunteers	More parents will participate on Family Friday Events.	40%	50%	Other - Describe in Objective

Coffee with the Principal/ELAC Meetings

***Families to be served by this Strategy/Activity**

All families will benefit from these strategies. Over 99% of Kimbrough’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Coffee with the principal/ELAC and parent workshops on various topics.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01629F	Other Support Prsnl PARAS Hrly		\$778.00	\$1,033.11	0162-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare during meetings.
N0162BS	In-service supplies		\$1,099.00	\$1,099.00	0162-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		In-service supplies needed for parent meetings.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

Resources were allocated to fund the following:

RSP to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data, and improve instructional strategies.

***Major Differences**

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

RSP supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. Integrated and designated ELD supports for English Learners. RSP supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated and supports for students. RSP also supported professional development.

Visiting teachers released classroom teachers for professional learning communities (PLCs).

***Changes**

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

RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement, which will positively impact attendance, school culture and academic progress.

RSP will continue to collaborate with administration and other support staff (Physical Education Coach, Ed. Specialists, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.

Visiting teachers will release classroom teachers for monthly PLCs and work collaboratively with PE Prep teacher and other staff to engage students in physical education, health, and wellness learning.

*Goal 8- Graduation/Promotion Rate						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	meet or exceed standards	30.6%	40%	CAASPP ELA	annually
June 2021	3	meet or exceed standards on the STAR reading assessment	30.6%	40%	Other (Describe in Objective)	monthly
*Identified Need						
<p>The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.</p> <p>The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.</p> <p>The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.</p>						
*Online Learning Implications						
<p>The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation</p>						

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	meet or exceed standards-non RFEP EL's	11.5%	20%	CAASPP ELA	annually
June 2021	3rd	Students with Disabilities	meet or exceed standards-non RFEP EL's	0%	20%	CAASPP ELA	annually
June 2021	3rd	Homeless/Foster	meet or exceed standards-non RFEP EL's	33%	40%	CAASPP ELA	annually
June 2021	3rd	Black or African American	meet or exceed standards	*small cohort	30%	Other (Describe in Objective)	annually
June 2021	3rd	English Learner	meet or exceed standards on STAR reading	11.5%	20%	Other (Describe in Objective)	monthly
June 2021	3rd	Students with Disabilities	meet or exceed standards on STAR reading	0%	30%	Other (Describe in Objective)	monthly
June 2021	3rd	Homeless/Foster	meet or exceed standards on STAR reading	33%	40%	Other (Describe in Objective)	monthly
June 2021	3rd	Black or African American	meet or exceed standards on STAR reading	*small cohort	30%	Other (Describe in Objective)	monthly

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

***Strategy/Activity - Description**

RSP will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RSP along with other Committees will continue to write

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

and revise curriculum that integrates ELD supports for English Learners. RSP will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, monthly PLC's will serve as a way for 3rd grade teachers to look at data and plan accordingly. After school tutoring will also be offered to students not at grade level.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N01622J	After school tutoring.
	Prof&Curriclm Dev Vist Tchr				0162-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0162D1	PLC time allows teachers to analyze data and plan for instruction.
	Supplies				0162-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0162M	Supplemental supplies needed to meet the needs of students.
	Supplies				0162-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N01622Y	Supplemental supplies needed to meet the needs of students.
	Supplies				0162-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01628W	Supplemental supplies needed to meet the needs of students.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. I will integrate the priorities and strategies that our outlined in our SPSA by ensuring that I am part of the monthly grade level PLC's and work with teachers in progress monitor throughout the year. I will make sure that I am constantly in the classroom to support teacher and student learning. I will continue to conduct monthly monitoring meetings with teachers to ensure adequate progress of all students and subgroups.
2. The specific leadership actions that I will take is to ensure that I am working collaboratively with teachers in monitoring student progress throughout the year and making adjustments as needed to ensure that we meet or exceed our SPSA goals. I will also continue to work collaboratively with teachers in identifying the needs of every student in their class to ensure that we are reaching all of them.
3. Our school staff has been and will continue to be part of Dr. Doug Fisher (Distance Learning Playbook) PD throughout the year. Our District also provided training for teachers during the first week of school on various learning management systems. The District also provided training for parents and students during the first week of school. We will continue to support students and parents throughout the year to ensure successful participation. The entire school is connected through Class Dojo where they receive important messages. Parents can also connect with their classroom teacher and administration when problems or concerns arise through online learning.

ACHIEVEMENT

APPENDICES

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

ACHIEVEMENT

APPENDIX A
BUDGET SUMMARY

Kimbrough ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 130,781.87
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 260,101.55

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$60,895.00
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$60,895.00

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$68,424.68
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 68,424.68

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$260,101.55

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Kimbrough Elementary	09800 LCFF Intervention Support		1157	Classroom Teacher Hrly		\$ 6,198.00	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 14,719.00	
			1986	Retired NonClsrm Tchr Hrly		\$ 4,685.00	
			3000			\$ 5,706.68	
			4301	Supplies		\$ 34,808.00	
			5733	Interprogram Svcs/Paper		\$ 2,308.00	
		09800 LCFF Intervention Support Total				\$ 68,424.68	
	30100 Title I Basic Program	School Counselor		1210	Counselor	0.8000	\$ 69,657.60
				3000			\$ 30,777.16
				4301	Supplies		\$ 28,215.00
	30100 Title I Basic Program Total				0.8000 \$ 128,649.76		
30103 Title I Parent Involvement			2281	Other Support Prsnl PARAS Hrly		\$ 778.00	
			3000			\$ 255.11	
			4304	Inservice supplies		\$ 1,099.00	
	30103 Title I Parent Involvement Total				\$ 2,132.11		
30106 Title I Supplmnt Prog Imprvmnt			4301	Supplies		\$ 60,895.00	
	30106 Title I Supplmnt Prog Imprvmnt Total				\$ 60,895.00		
Grand Total					0.8000	\$ 260,101.55	

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Kimbrough Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

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

During the first SSC meeting, the staff, parents and the principal discuss what should be the parent responsibilities. We work on a draft from the previous year and then we complete the final revision to distribute to parents.

Kimbrough has distributed the policy to parents of Title I students. After the first SSC meeting where we complete the final revision of the Parent Involvement Policy, it is sent home to all families.

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

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents in the Title I, Part A programs, the following practices have been established:

- *We hold SSC/Title I meetings the last Monday of every month.*

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- *At our first SSC meeting, we discuss parent rights in the Title I program.*

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- *We have surveyed our parents and it was determined that the best time to meet is the last Monday of every month at 2:45PM.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- *At our SSC/Title I meetings, we review student data and come up with a strategic plan to ensure success for all students.*

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- *We send out communication to parents through email, newsletters, the marquee, Class Dojo and sending home flyers. In addition, the principal has an open door policy and parents are always welcome on campus to discuss concerns.*
- *We discuss student progress and monitor student data at our monthly SSC meetings.*
- *We review the Title I program throughout the school year at SSC meetings.*

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- *Parents are given information about the curriculum, assessments and expectations at Back to School Night each year.*

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- *Parents are encouraged to attend our SSC/Title I meetings, and coffee with the principal every month.*

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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 parents are informed about student progress during each reporting period (3X a year).*
- *Teachers communicate with parents through emails, phone calls and Class Dojo.*

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- *We use various websites to educate our parents about Common Core Standards. In addition, we hold parent workshops based on their needs.*

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- *We have a training meeting every year to help our parents understand how to read with their students every night. In addition, we supply the take home books and monitor their progress.*

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- *At Kimbrough, we understand that importance of having a partnership with our parents. They are welcomed to visit our school any day and we encourage them to provide us with feedback when they feel it is necessary.*

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- *The Title I program also works closely with the PTO, SGT, and SSC committees and parents to ensure student success for all of our students.*

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- *The majority of our parent population speaks Spanish and we ensure that all communication that goes home, either verbally or written, is done in both Spanish and/or English when necessary.*

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- *Our parents are recommended and provided with support and resources at the school site. If necessary, the parents are recommended to outside agencies and resources.*

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- *In the event that any Kimbrough parent does not agree with our schoolwide program plan, the principal will contact parents to address their concerns. All unsatisfactory comments will also be shared with Kimbrough's School Site Council and the San Diego Unified School District.*

This policy was adopted by Kimbrough Elementary on September 28th, 2020 and will be in effect for the period for the 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 2nd, 2020

Hernan Baeza, Principal Kimbrough
Elementary

Signature of authorized official here

September 29th, 2020

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



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

KIMBROUGH

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Kimrough distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Staff is committed to high expectations for all students and encourages them to reach their highest potential.
- Staff will provide well balanced instruction in all content areas based on the California standards.
- Instruction will be provided in a variety of ways to accommodate different styles of learning.
- Instruction will be differentiated to reach all levels of learning.
- Conferences to monitor ongoing progress will be held at the end of November and again in March. At this time the parent will receive information about how their student is making progress in reaching the California standards in all content areas.

- A learning contract will be given to the family if the student is below grade level expectations. Supports will be noted for the student.
- We strongly encourage families meet on an ongoing basis with their teacher through phone calls, conferences, or notes between the reporting periods.
- Parents are encouraged to communicate with the classroom teachers either through email, Class Dojo or in person regarding their student's progress.
- Parents are encouraged to join the school's PTO, SSC, SGT and attend the monthly coffee with the principal meetings and other school functions.
- Volunteers are always welcomed at Kimbrough. Interested parents need to fill out a volunteer application form located at the school office.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- At the monthly coffee with the principal meetings, data is shared as well as topics of interests to parents.
- Parents are encouraged to attend the monthly SSC/SGT meetings where information regarding student progress are shared.
- Teachers and the Principal are available to parents to explain student progress or achievement.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- At the monthly coffee with the principal meetings, data is shared as well as topics of interests to parents.
- Parents are encouraged to attend the monthly SSC/SGT meetings where information regarding student progress are shared.
- Teachers and the Principal are available to parents to explain student progress or achievement.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Kimbrough staff see parents as an equal partner in the student's education.
- There is always collaboration/communication between the school and the home through email, flyers, Class Dojo or School Messenger.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- The school is always collaborating with outside agencies to find the support needed for families.
- Douglass Young Family Counseling and other agencies have formed a partnership with Kimbrough to ensure that students and families receive services needed.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Kimbrough is constantly checking with families and language of preference and ensures that the communication with all languages are represented.
- The Home Language Survey is checked constantly as students enroll to ensure that we are covering all languages that are represented.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Parents are always welcome at Kimbrough and are surveyed on the services or supports needed to meet their needs.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Kimbrough is constantly checking with families and language of preference and ensures that the communication with all languages are represented.
- The Home Language Survey is checked constantly as students enroll to ensure that we are covering all languages that are represented.

This Compact was adopted by the Kimbrough Elementary School on September 28th, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2nd 2020.

Hernan Baeza, Principal

September 28th, 2020

ACHIEVEMENT

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

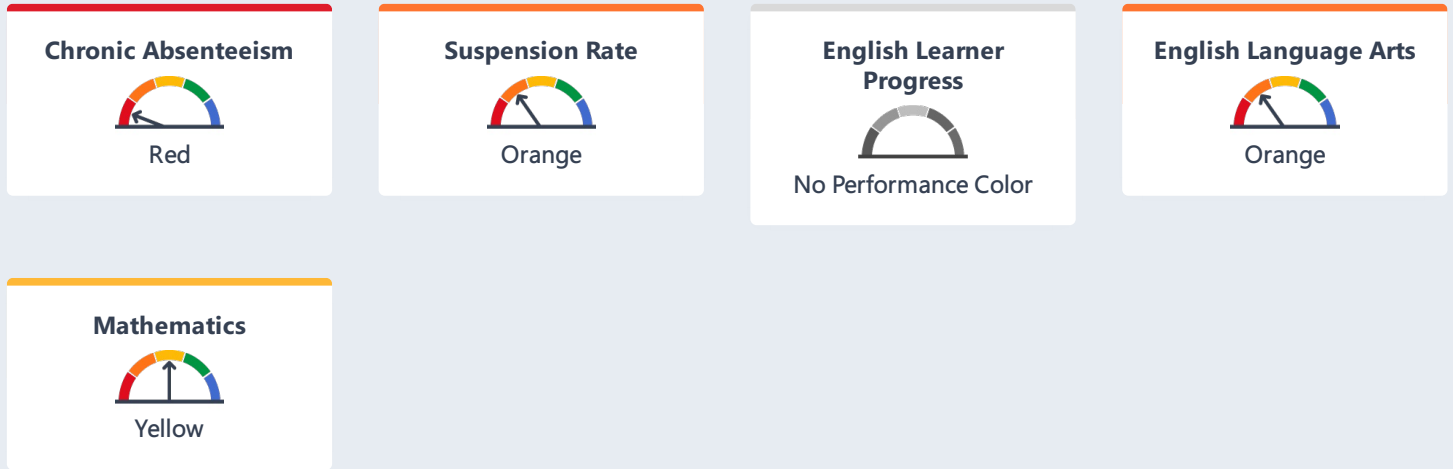
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Kimbrough Elementary

Explore the performance of Kimbrough Elementary under California's Accountability System.



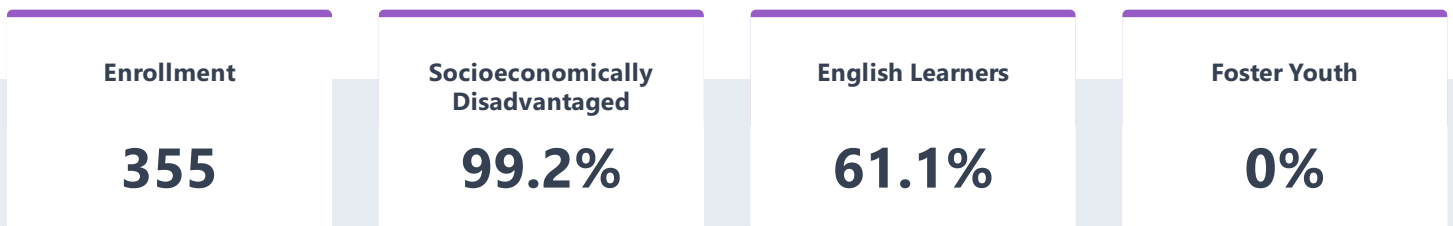
School Details

NAME Kimbrough Elementary	ADDRESS 321 Hoitt Street San Diego, CA 92102-3132	WEBSITE N/A	GRADES SERVED K-5
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KIMBROUGH ELEMENTARY

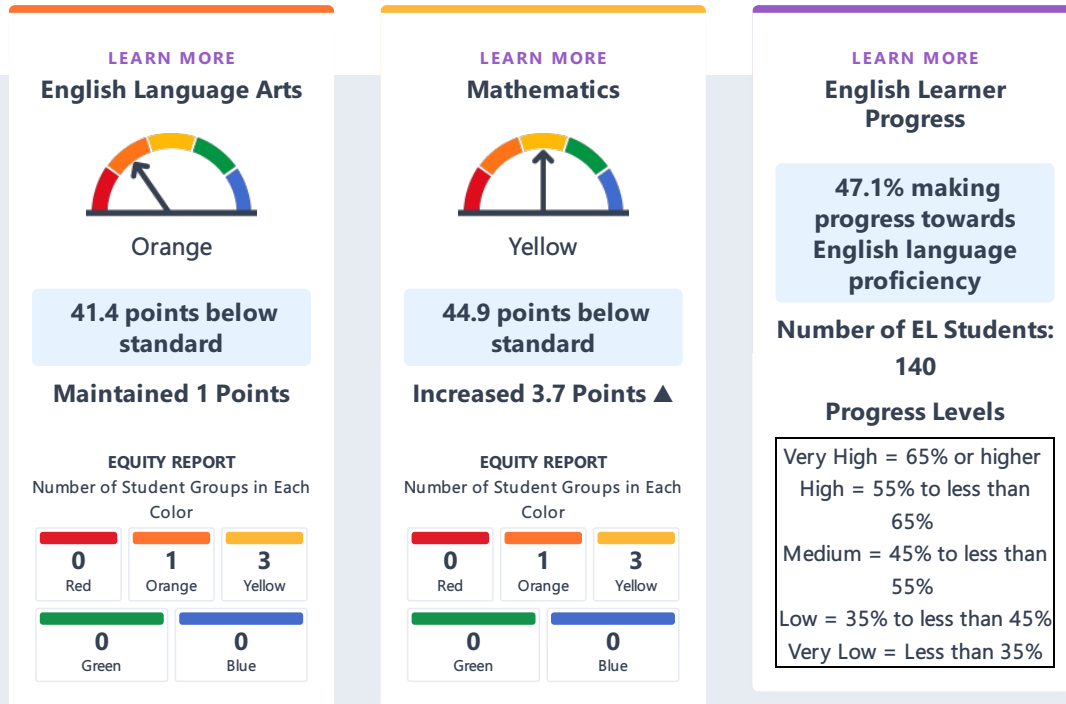
Student Population

Explore information about this school's student population.



Academic Performance

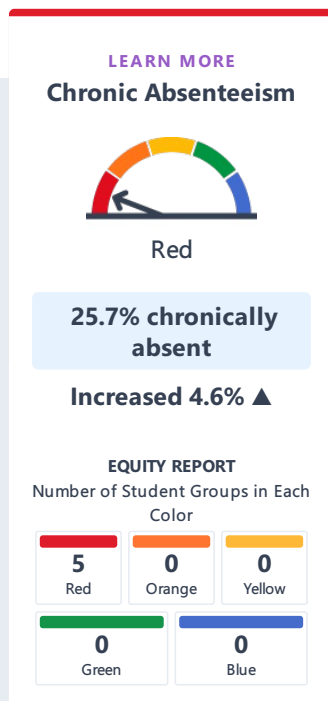
View Student Assessment Results and other aspects of school performance.



KIMBROUGH ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

4.5% suspended at least once

Increased 1.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	5 Orange	0 Yellow
0 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

41.4 points below standard

Maintained 1 Points

Number of Students: 172

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

English Learners

Hispanic

Homeless



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

113.7 points below standard

Increased 44.9 Points ▲

Number of Students: 24

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Socioeconomically Disadvantaged



Orange

41.4 points below standard

Maintained 1 Points

Number of Students: 172

English Learners



Yellow

42.5 points below standard

Increased 3.6 Points ▲

Number of Students: 139

Hispanic



Yellow

36.9 points below standard

Increased 3 Points ▲

Number of Students: 159

Homeless



Yellow

51.7 points below standard

Increased 3.8 Points ▲

Number of Students: 48

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 53.4 points below standard

42.4 points below standard

41.4 points below standard

English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
79.7 points below standard	17.8 points above standard	55 points below standard
Maintained 1.8 Points	Declined 3 Points ▼	Declined 15 Points ▼
Number of Students: 86	Number of Students: 53	Number of Students: 28

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Yellow

44.9 points below standard







Increased 3.7 Points ▲

Number of Students: 172

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 Red No Students	 Orange Homeless	 Yellow English Learners Hispanic Socioeconomically Disadvantaged
 Green No Students	 Blue No Students	 No Performance Color African American American Indian Two or More Races



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

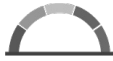


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

121.3 points below standard

Maintained -1.8 Points

Number of Students: 24

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



Orange

59.5 points below standard

Maintained 0.7 Points

Number of Students: 48

English Learners



Yellow

44.7 points below standard

Increased 6 Points ▲

Number of Students: 139

Hispanic



Yellow

39.8 points below standard

Increased 6.6 Points ▲

Number of Students: 159

Socioeconomically Disadvantaged



Yellow

44.9 points below standard

Increased 3.7 Points ▲

Number of Students: 172

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	47.5 points below standard	48.6 points below standard	44.9 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
74.7 points below standard	3.9 points above standard	55.5 points below standard
Maintained -0.4 Points	Increased 10.4 Points ▲	Declined 4.1 Points ▼
Number of Students: 86	Number of Students: 53	Number of Students: 28

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

47.1% making progress towards English language proficiency

Number of EL Students: 140

Performance Level
Medium

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	20.7%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	32.1%
ELs who Maintained ELPI Level 4	0.7%
ELs Who Progressed at Least One ELPI Level	46.4%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Red

25.7% chronically absent

Increased 4.6% ▲

Number of Students: 370

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American



No Performance Color

26.7% chronically absent

Increased 17.6% ▲

Number of Students: 15

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

White



No Performance Color

37.9% chronically absent

No Data

Number of Students: 29

Students with Disabilities



Red

36.2% chronically absent

Increased 0.7% ▲

Number of Students: 58

English Learners



Red

22.2% chronically absent

Increased 4.2% ▲

Number of Students: 248

Hispanic



Red

24.9% chronically absent

Increased 3.9% ▲

Number of Students: 313

Homeless



Red

28.4% chronically absent

Maintained -0.2%

Number of Students: 81

Socioeconomically Disadvantaged



Red

25.9% chronically absent

Increased 5.2% ▲

Number of Students: 367

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Orange

4.5% suspended at least once

Increased 1.6% ▲

Number of Students: 447

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Foster Youth

Two or More Races

Pacific Islander

White

African American



No Performance Color

17.6% suspended at least once

Increased 17.6% ▲

Number of Students: 17

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

8.8% suspended at least once

Increased 1.1% ▲

Number of Students: 34

English Learners



Orange

3.8% suspended at least once

Increased 1.3% ▲

Number of Students: 291

Hispanic



Orange

3.1% suspended at least once

Increased 0.3% ▲

Number of Students: 383

Homeless



Orange

4% suspended at least once

Increased 3% ▲

Number of Students: 101

Socioeconomically Disadvantaged



Orange

4.5% suspended at least once

Increased 1.6% ▲

Number of Students: 442

Students with Disabilities



Orange

5.7% suspended at least once

Increased 0.9% ▲

Number of Students: 70

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.4%	2.9%	4.5%



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	210	21.9	196	25.0	179	25.7	170	32.9	183	32.2	10.3	-0.7	210	19.0	196	21.4	178	28.1	171	25.7	183	26.8	7.8	1.1
Female	99	23.2	84	28.6	83	30.1	78	33.3	88	34.1	10.9	0.8	100	14.0	84	17.9	82	20.7	78	23.1	88	22.7	8.7	-0.4
Male	111	20.7	112	22.3	96	21.9	92	32.6	95	30.5	9.8	-2.1	110	23.6	112	24.1	96	34.4	93	28.0	95	30.5	6.9	2.5
African American	3	-	4	-	3	-	5	-	6	-	-	-	3	-	4	-	3	-	5	-	6	-	-	-
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	204	21.1	185	25.4	171	26.3	161	34.8	167	33.5	12.4	-1.3	204	19.1	185	21.6	170	28.2	161	26.7	167	27.5	8.4	0.8
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	-	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	3	-	6	-	4	-	3	-	6	-	-	-	3	-	6	-	4	-	4	-	6	-	-	-
Multiracial	0	-	1	-	1	-	1	-	2	-	-	-	0	-	1	-	1	-	1	-	2	-	-	-
English Learner	112	8.9	109	16.5	94	11.7	93	12.9	92	13.0	4.1	0.1	112	11.6	109	14.7	92	18.5	94	13.8	92	12.0	0.4	-1.8
English-Speaking	98	36.7	87	35.6	85	41.2	77	57.1	91	51.6	14.9	-5.5	98	27.6	87	29.9	86	38.4	77	40.3	91	41.8	14.2	1.5
Reclassified†	74	39.2	48	45.8	52	50.0	49	67.3	53	62.3	23.1	-5.0	74	32.4	48	41.7	52	36.5	49	46.9	53	47.2	14.8	0.3
Initially Eng. Speaking	24	29.2	39	23.1	33	27.3	28	39.3	38	36.8	7.6	-2.5	24	12.5	39	15.4	34	41.2	28	28.6	38	34.2	21.7	5.6
Econ. Disadv.*	210	21.9	190	25.3	175	25.7	170	32.9	179	31.8	9.9	-1.1	210	19.0	190	22.1	174	28.2	171	25.7	179	26.3	7.3	0.6
Non-Econ. Disadv.	0	-	6	-	4	-	0	-	4	-	-	-	0	-	6	-	4	-	0	-	4	-	-	-
Gifted	30	56.7	29	55.2	15	60.0	13	69.2	11	72.7	16.0	3.5	30	46.7	29	48.3	15	66.7	13	61.5	11	63.6	16.9	2.1
Not Gifted	180	16.1	167	19.8	164	22.6	157	29.9	172	29.7	13.6	-0.2	180	14.4	167	16.8	163	24.5	158	22.8	172	24.4	10.0	1.6
With Disabilities	25	4.0	19	5.3	0	-	13	0.0	22	0.0	-4.0	0.0	25	4.0	19	0.0	12	8.3	13	0.0	22	0.0	-4.0	0.0
WO Disabilities	185	24.3	177	27.1	168	27.4	157	35.7	161	36.6	12.3	0.9	185	21.1	177	23.7	166	29.5	158	27.8	161	30.4	9.3	2.6
Homeless	42	19.0	41	19.5	43	18.6	44	25.0	55	30.9	11.9	5.9	41	14.6	41	26.8	40	27.5	44	22.7	55	21.8	7.2	-0.9
Foster	0	-	0	-	0	-	2	-	0	-	-	-	0	-	2	-	3	-	2	-	0	-	-	-
Military	1	-	3	-	0	-	1	-	1	-	-	-	1	-	3	-	0	-	1	-	1	-	-	-

* 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	29.9	63	28.6	59	33.9	58	29.3	62	30.6	0.7	1.3	66	28.8	63	36.5	59	47.5	58	31.0	62	30.6	1.8	-0.4
Female	36	25.0	25	36.0	29	41.4	29	24.1	32	37.5	12.5	13.4	36	19.4	25	32.0	29	37.9	29	20.7	32	31.3	11.9	10.6
Male	31	35.5	38	23.7	30	26.7	29	34.5	30	23.3	-12.2	-11.2	30	40.0	38	39.5	30	56.7	29	41.4	30	30.0	-10.0	-11.4
African American	1	-	2	-	1	-	3	-	1	-	-	-	1	-	2	-	1	-	3	-	1	-	-	-
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	63	28.6	58	29.3	57	33.3	52	32.7	57	31.6	3.0	-1.1	62	29.0	58	37.9	57	47.4	52	32.7	57	31.6	2.6	-1.1
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	3	-	3	-	1	-	2	-	2	-	-	-	3	-	3	-	1	-	2	-	2	-	-	-
Multiracial	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
English Learner	48	16.7	42	23.8	39	23.1	43	23.3	26	11.5	-5.2	-11.8	47	19.1	42	31.0	39	35.9	43	23.3	26	11.5	-7.6	-11.8
English-Speaking	19	63.2	21	38.1	20	55.0	15	46.7	36	44.4	-18.8	-2.3	19	52.6	21	47.6	20	70.0	15	53.3	36	44.4	-8.2	-8.9
Reclassified†	10	90.0	7	-	9	-	7	-	21	61.9	-28.1	-	10	80.0	7	-	9	-	7	-	21	57.1	-22.9	-
Initially Eng. Speaking	9	-	14	21.4	11	45.5	8	-	15	20.0	-	-	9	-	14	35.7	11	63.6	8	-	15	26.7	-	-
Econ. Disadv.*	67	29.9	62	29.0	59	33.9	58	29.3	61	31.1	1.2	1.8	66	28.8	62	37.1	59	47.5	58	31.0	61	31.1	2.3	0.1
Non-Econ. Disadv.	0	-	6	-	4	-	0	-	1	-	-	-	0	-	1	-	4	-	0	-	1	-	-	-
Gifted	7	-	7	-	4	-	4	-	4	-	-	-	7	-	7	-	4	-	4	-	4	-	-	-
Not Gifted	60	23.3	56	21.4	55	32.7	54	25.9	58	25.9	2.6	0.0	59	22.0	56	30.4	55	45.5	54	29.6	58	25.9	3.9	-3.7
With Disabilities	5	-	19	5.3	0	-	2	-	7	-	-	-	5	-	6	-	12	8.3	2	-	7	-	-	-
WO Disabilities	62	32.3	57	31.6	57	35.1	56	30.4	55	34.5	2.2	4.1	61	29.5	57	40.4	57	49.1	56	32.1	55	34.5	5.0	2.4
Homeless	10	20.0	10	30.0	19	31.6	12	25.0	18	33.3	13.3	8.3	9	-	10	40.0	18	44.4	12	33.3	18	33.3	-	0.0
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	3	-	0	-	0	-	1	-	-	-	0	-	3	-	0	-	0	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	13.7	67	29.9	56	16.1	59	39.0	60	30.0	16.3	-9.0	73	9.6	67	11.9	55	20.0	59	30.5	60	30.0	20.4	-0.5
Female	30	26.7	33	27.3	22	18.2	28	39.3	28	21.4	-5.3	-17.9	30	6.7	33	3.0	22	18.2	28	28.6	28	17.9	11.2	-10.7
Male	43	4.7	34	32.4	34	14.7	31	38.7	32	37.5	32.8	-1.2	43	11.6	34	20.6	33	21.2	31	32.3	32	40.6	29.0	8.3
African American	1	-	1	-	2	-	1	-	3	-	-	-	1	-	1	-	2	-	1	-	3	-	-	-
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	72	13.9	62	30.6	53	17.0	58	39.7	53	30.2	16.3	-9.5	72	9.7	62	11.3	52	21.2	58	31.0	53	30.2	20.5	-0.8
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	3	-	1	-	0	-	3	-	-	-	0	-	3	-	1	-	0	-	3	-	-	-
Multiracial	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
English Learner	46	2.2	43	16.3	32	3.1	26	3.8	42	16.7	14.5	12.9	46	6.5	43	2.3	31	9.7	26	7.7	42	19.0	12.5	11.3
English-Speaking	27	33.3	24	54.2	24	33.3	33	66.7	18	61.1	27.8	-5.6	27	14.8	24	29.2	24	33.3	33	48.5	18	55.6	40.8	7.1
Reclassified†	20	40.0	13	69.2	13	53.8	23	73.9	9	-	-	-	20	20.0	13	46.2	13	38.5	23	52.2	9	-	-	-
Initially Eng. Speaking	7	-	11	36.4	11	9.1	10	50.0	9	-	-	-	7	-	11	9.1	11	27.3	10	40.0	9	-	-	-
Econ. Disadv.*	73	13.7	64	29.7	54	16.7	59	39.0	58	29.3	15.6	-9.7	73	9.6	64	12.5	53	20.8	59	30.5	58	29.3	19.7	-1.2
Non-Econ. Disadv.	0	-	3	-	4	-	0	-	2	-	-	-	0	-	3	-	4	-	0	-	2	-	-	-
Gifted	13	38.5	7	-	5	-	4	-	3	-	-	-	13	23.1	7	-	5	-	4	-	3	-	-	-
Not Gifted	60	8.3	60	25.0	51	11.8	55	38.2	57	28.1	19.8	-10.1	60	6.7	60	6.7	50	16.0	55	29.1	57	29.8	23.1	0.7
With Disabilities	11	9.1	19	5.3	0	-	5	-	6	-	-	-	11	0.0	3	-	12	8.3	5	-	6	-	-	-
WO Disabilities	62	14.5	64	31.3	51	17.6	54	42.6	54	33.3	18.8	-9.3	62	11.3	64	12.5	50	22.0	54	33.3	54	33.3	22.0	0.0
Homeless	20	20.0	12	8.3	12	8.3	20	25.0	15	26.7	6.7	1.7	20	10.0	12	25.0	11	9.1	20	25.0	15	33.3	23.3	8.3
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	70	22.9	66	16.7	64	26.6	53	30.2	61	36.1	13.2	5.9	71	19.7	66	16.7	64	17.2	54	14.8	61	19.7	0.0	4.9
Female	33	18.2	26	23.1	32	28.1	21	38.1	28	42.9	24.7	4.8	34	14.7	26	23.1	31	6.5	21	19.0	28	17.9	3.2	-1.1
Male	37	27.0	40	12.5	32	25.0	32	25.0	33	30.3	3.3	5.3	37	24.3	40	12.5	33	27.3	33	12.1	33	21.2	-3.1	9.1
African American	1	-	1	-	0	-	1	-	2	-	-	-	1	-	1	-	0	-	1	-	2	-	-	-
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	69	21.7	65	16.9	61	27.9	51	31.4	57	38.6	16.9	7.2	70	20.0	65	16.9	61	16.4	51	15.7	57	21.1	1.1	5.4
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	-	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	2	-	1	-	1	-	-	-	0	-	0	-	2	-	2	-	1	-	-	-
Multiracial	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
English Learner	18	5.6	24	4.2	23	4.3	24	4.2	24	8.3	2.7	4.1	19	5.3	24	8.3	22	0.0	25	4.0	24	0.0	-5.3	-4.0
English-Speaking	52	28.8	42	23.8	41	39.0	29	51.7	37	54.1	25.3	2.4	52	25.0	42	21.4	42	26.2	29	24.1	37	32.4	7.4	8.3
Reclassified†	44	27.3	28	28.6	30	43.3	19	63.2	23	60.9	33.6	-2.3	44	27.3	28	32.1	30	23.3	19	31.6	23	34.8	7.5	3.2
Initially Eng. Speaking	8	-	14	14.3	11	27.3	10	30.0	14	42.9	-	12.9	8	-	14	0.0	12	33.3	10	10.0	14	28.6	-	18.6
Econ. Disadv.*	70	22.9	64	17.2	62	25.8	53	30.2	60	35.0	12.1	4.8	71	19.7	64	17.2	62	16.1	54	14.8	60	18.3	-1.4	3.5
Non-Econ. Disadv.	0	-	6	-	2	-	0	-	1	-	-	-	0	-	2	-	2	-	0	-	1	-	-	-
Gifted	10	60.0	15	33.3	6	-	5	-	4	-	-	-	10	50.0	15	26.7	6	-	5	-	4	-	-	-
Not Gifted	60	16.7	51	11.8	58	22.4	48	25.0	57	35.1	18.4	10.1	61	14.8	51	13.7	58	12.1	49	8.2	57	17.5	2.7	9.3
With Disabilities	9	-	10	10.0	0	-	6	-	9	-	-	-	9	-	10	0.0	5	-	6	-	9	-	-	-
WO Disabilities	61	26.2	56	17.9	60	28.3	47	34.0	52	42.3	16.1	8.3	62	22.6	56	19.6	59	16.9	48	16.7	52	23.1	0.5	6.4
Homeless	12	16.7	19	21.1	12	8.3	12	25.0	22	31.8	15.1	6.8	12	16.7	19	21.1	11	18.2	12	8.3	22	4.5	-12.2	-3.8
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND
ACTIVITIES**

SCHOOL NAME: KIMBROUGH ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1-RTI and PLC's

***Strategy/Activity - Description**

During monthly PLC's classroom teachers analyze data, and plan for instruction. RSP teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Classroom teachers support struggling students in after school interventions. We have also budgeted money for monthly Visual and Performing Arts for students where they will participate in hour long rotations for music, dance, theater and music.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$12,299.61	09800-1157	Teachers will offer after school tutoring.	Having our own classroom teachers teach intervention class were very beneficial because teachers are the ones that know their students' strengths and needs.	We found that some students could not attend after school tutoring.	-We will continue to put monies aside for after school tutoring.

Kimbrough Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):							
Strategy/Activity 2-Intervention support							
*Strategy/Activity - Description							
Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either Achieve 3000 or Scholastic News to support student learning in literacy. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. Library assistant assists with literacy skills. We have also budgeted for monthly VAPA rotations for students where they will participate in music, dance, art and theatre.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Vacancy, SBB2510478	0.54998	\$32,530.69	09800-2231	Provides access to the library and supports literacy skill development.	-Our library assistant helped students with their literacy skills development.	-	-We will continue to have her work with our students weekly.
Supplies		\$24,457.00	09800-4301	use for software licenses and other supplies needed for instruction.	-Achieve 3000, Renaissance Learning was very effective as it allowed teachers to assess student's progress in Reading and Math.	-Some students struggled with the assessments.	-We will continue to purchase the licenses and software for our students.
Note/Reminders (optional):							

Goal 3 - Mathematics

Strategy/Activity 1-PLC's

***Strategy/Activity - Description**

Teachers have monthly PLC's where they meet to review data and plan accordingly. RSP teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction).

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	after school tutoring for students that are not at grade level.	Having our own classroom teachers teach intervention class were very beneficial because teachers are the ones that know their students' strengths and needs.	We found that some students could not attend after school tutoring.	We will continue to monies aside for tutoring.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 2-ELPAC

***Strategy/Activity - Description**

Retired non-classroom will administer one on one assessments for the ELPAC sub-tests.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClstrm Tchr Hrly		\$6,991.76	09800-1986	retired teacher does initial assessments and one on one testing for ELPAC.	It was effective because she would pull students one on one and assess them. This saved a lot of instructional time for the classroom teachers.	-	-We will continue to monies aside for our retired non classroom teacher.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1-STAR Reading/Math PLC

***Strategy/Activity - Description**

Teacher will test student in STAR Reading/Math Assessment/Progress Monitoring. Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	software Renaissance/Achieve 3000	Data shows that students are making steady progress towards their goals.	-Some of the students struggled with the assessments and the program.	-We will continue to purchase the software

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

RSP will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RSP along with other Committees will continue to write and revise curriculum that integrates ELD supports for English Learners. RSP will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, monthly PLC's will serve as a way for 3rd grade teachers to look at data and plan accordingly. After school tutoring will also be offered to students not at grade level.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	After school tutoring for students at risk of not meeting grade level standards.	Having our own classroom teachers teach intervention class were very beneficial because teachers are the ones that know their students' strengths and needs.	We found that some students could not attend after school tutoring.	We will continue to monies aside for tutoring.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: KIMBROUGH ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The School Counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Counselor will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor	0.80000	\$95,560.36	30100-1210	working with students with chronic absences. Monitors attendance and provides supports.	We definitely saw the benefit of having our counselor on school site 5 days a week. We saw how her lessons helped	Our suspension rate went up slightly (1.6%) from the previous year.	We will continue to have our counselor work with students, teachers and families.

Kimbrough Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					students deal with their social emotional needs.		
--	--	--	--	--	--	--	--

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1-RTI and PLC's

***Strategy/Activity - Description**

During monthly PLC's classroom teachers analyze data, and plan for instruction. RSP teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Classroom teachers support struggling students in after school interventions.

We have also budgeted money for monthly Visual and Performing Arts for students where they will participate in hour long rotations for music, dance, theater and music.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$24,000.11	30100-1192	Release time for teachers for PLC's	PLC's were very effective as it gave opportunities for teachers to look at data and they had an opportunity to work with Benchmark consultants.	Some students still struggle on the assessments.	We will continue to work on analyzing data and plan during our PLC's.
Supplies		\$70,700.00	30106-4301	Used to buy Benchmark Curriculum along with PD and consultant for PLC's.	The Benchmark curriculum was a great investment as teachers and students saw the benefits of	-	We will continue to work with the curriculum.

Kimbrough Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					having common curriculum across grade levels.	
--	--	--	--	--	---	--

Note/Reminders (optional):

Strategy/Activity 2-Intervention support

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will select either Achieve 3000 or Scholastic News to support student learning in literacy. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. Library assistant assists with literacy skills.

We have also budgeted for monthly VAPA rotations for students where they will participate in music, dance, art and theatre.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$32,774.00	30100-4301	use for software licenses and other supplies.	Achieve 3000, Smarty Ants and Renaissance were very effective as we saw how much our students improved in ELA.	Some of the students still struggle with the software	We will continue to purchase and use the software for our students.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1-PLC's

***Strategy/Activity - Description**

Teachers have monthly PLC's where they meet to review data and plan accordingly. RSP teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction).

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	monthly PLC's where teachers meet to analyze data and plan accordingly.	PLC time was used for teachers to analyze data and plan accordingly.	-	-We will continue to use monies for PLC.
Supplies	--	--	30106-4301	Copies and other supplies needed for students such as pencils, journals, chart paper, etc. in support of needs identified during PLCS.	These are all the necessities that our students need throughout the year.	-	We will continue to put monies aside for supplies that students need.

Note/Reminders (optional):

Goal 4- English Learners							
Strategy/Activity 1							
*Strategy/Activity - Description							
Teachers will work during their PLC's and look at student sub-groups specifically EL's and identify their needs. We will be using materials to support our integrated ELD. The OLA department will also support our teachers in meeting the needs of our EL's.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	monthly PLC's.	PLC time was used for teachers to analyze data and plan accordingly.	-	We will continue to put monies aside for PLC planning.
Supplies	--	--	30106-4301	supplies	These are necessities for our students.	-	We will continue to put monies aside for student supplies.
Supplies	--	--	30100-4301	supplies	These are necessities for our students.	-	We will continue to put monies aside for student supplies.
Note/Reminders (optional):							

Goal 5 - Students with Disabilities

Strategy/Activity 1-STAR Reading/Math PLC

***Strategy/Activity - Description**

Teacher will test student in STAR Reading/Math Assessment/Progress Monitoring. Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	software Renaissance/Achieve 3000	Achieve 3000 and Smarty Ants was very beneficial for our EL's. Teacher also used the STAR Reading and Math Assessments to monitor student growth.	Some of the students struggled with these programs.	We will continue to put monies aside for these programs.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Coffee with the principal/ELAC and parent workshops on various topics.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Support Prsnl PARAS Hrly		\$991.40	30103-2281	Childcare for parent involvement activities.	This is necessary for parents that need child care during meetings.	-	We will continue to put monies aside for child care.
In-service supplies		\$1,325.00	30103-4304	Light refreshments/snacks for parent involvement meetings.	Parents really appreciate the snacks and light refreshments during the meetings.	-	We will continue to put monies aside for snacks and light refreshments.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

RSP will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RSP along with other Committees will continue to write and revise curriculum that integrates ELD supports for English Learners. RSP will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, monthly PLC's will serve as a way for 3rd grade teachers to look at data and plan accordingly. After school tutoring will also be offered to students not at grade level.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Visiting teacher provide release time for monthly PLC's.	Our PLC's were really beneficial as it gave time for teachers to analyze and plan with the Benchmark consultants.	-	We will continue to put monies aside for PLC's.
Supplies	--	--	30106-4301	Supplies such as pencils, journals, chart paper, etc.	These are necessary supplies for our students.	-	We will continue to put monies aside for supplies.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?