

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **KUMEYAAY ELEMENTARY SCHOOL**

2020-21

37-68338-6112460
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: Zarzosa, Angela

Contact Person: Zarzosa, Angela

Position: Principal

Telephone Number: 858-279-1022

Address: 6475 Antigua Bl, Kumeyaay Elementary, San Diego, CA, 92124-4031,

E-mail Address: azarzosa@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF 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.*

**2019-2020 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Kumeyaay Elementary

SITE CONTACT PERSON: Angela Zarzosa

DUE: October 5, 2020

PHONE: 858-373-7129

FAX: 858-569-7418

E-MAIL ADDRESS: azarzosa@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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>(SSC Responsible)</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>N/A</u> |
| <input type="checkbox"/> Advisory Committee (GATE) | Gifted and Talented Education Program
Date of presentation: <u>N/A</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>9/30/2020</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: <u>N/A</u> |

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: Sept. 29, 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.

Angela Zarzosa
Type/Print Name of School Principal

Angela Zarzosa
Signature of School Principal

Oct. 5, 2020
Date

Steve Lloyd
Type/Print Name of SSC Chairperson

Steve Lloyd
Signature of SSC Chairperson

Oct. 8, 2020
Date

(SSC assumed ELAC responsibilities per ELAC vote)
Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Bruce Bivins
Type/Print Name of Area Superintendent

Bruce Bivins
Signature of Area Superintendent

10/7/2020
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**

Kumeyaay Elementary is a non-Title 1 school with a focus on STEAM curriculum as it relates to and supports the California Common Core Standards in multiple academic areas. This School Plan for Student Achievement emphasizes our areas of growth and goals for increased student achievement, parent involvement, STEAM, and a safe, collaborative, and inclusive culture. LFCC funds provided will be used to support the achievement toward these goals.

PURPOSE AND DESCRIPTION

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

Our SPSA goals and funding toward these goals were presented and discussed during a School Site Council (SSC) on Tuesday, September 29th, and with our Site Governance Team (SGT) on Wednesday, September 30th. Kumeyaay does not have an English Language Advisory Committee (ELAC) due to our low number of English Language Learners. However, parents of English Language Learners were provided an opportunity to voice their recommendations regarding our goals and proposed funding during both the SSC and SGT meetings. All parents were invited to both our SSC and SGT meetings. During these meetings, student assessment data, CalSCHLS data, and Dashboard, and the SPSA survey were discussed as resources to create these goals. Parent input and recommendations were considered as each goal was created.

RESOURCE INEQUITIES

When determining areas for our Root Cause Analysis, data from CAASPP results, Dashboard, and Parent and Staff CalSCHLS results were considered. According to our CAASPP data from the 2018-2019 school year, students with disabilities and English Language Learners (ELs) are in need of additional academic support in ELA and Math. These subgroups scored significantly below students who are not in these subgroups in ELA and Math at all tested grade levels, 3rd - 5th. Results from our 2018-2019 Staff CalSCHLS survey indicate resources, additional materials, and additional teacher training are necessary to meet the needs of students in our Special Education programs. As evidenced by our CAASPP, our educators also need additional support to meet the needs of our ELs. It is necessary for educators to receive additional materials and training to support our ELs and students in our Special Education programs, as well as administrative support in the form of feedback, monitoring, and accountability. Currently, 12% of students in TK - 5th grade participate in our Special Education programs, 48 students. Our current population consists of .035% of English Learners, 14 students.

In addition, 2018 Dashboard information indicates our suspension rate and chronic absenteeism rate as areas in need of improvement. According to the Staff CalSCHLS survey, additional support is necessary for students emotional and social well-being. This includes training and resources for educators to assist students in need, as well as effective use of our school counselor, military life counselor, and student social groups to support these students and lower and/or eliminate our suspension rate. Our chronic absenteeism rate is .5% according to Dashboard for the 2018-2019 school year. These cases will continue to be addressed and monitored by staff on an individual student and family basis. (Due to school closures in the 2019-2020 school year, our method of monitoring absenteeism shifted to virtual attendance and direct communication with school staff. We will continue with this method during Online Learning.) According to current site data, our suspension rate decreased from .5 to .1 for the 2019-2020 school year, which indicates 3 students.

The Parent CalSCHLS and the Staff CalSCHLS surveys indicate a need to increase involvement of stakeholders in important school site decisions. This may be improved through continued communication, surveys, and opportunities for staff and parents to provide input into important school site decision.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Susan Serafino	Classroom Teacher
Angela Zarzosa	Principal
Carl DeLuca	Parent
Shane Parks	Parent
Wendy Aardappel	Classroom Teacher
Steve Lloyd	Classroom Teacher
Samantha Farrar	Classroom Teacher
Gina Robertson Smith	Parent
Deborah Wall	Parent
Scott Valoff	Parent
Patricia Babington	Other School Representative

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.

To address our suspension rate, and to the benefit of all students, our staff participated in training and supports from our Behavioral Support Resources Department and school counselor to address individual student needs. Training included positive reward systems to increase desired student behavior and de-escalation strategies necessary for individual students. Our school counselor formed student support groups based upon like needs. Our staff also studied the works of Zaretta Hammond to gain insight into meeting all student needs, academically and emotionally. According to site data for the 2019-2020 school year, our suspension rate decreased from .5 to .01. This includes four suspensions between three students.

To decrease our absenteeism rate, before school closure due to COVID-19, the principal personally contacted families to develop a plan for consistent attendance. Our Attendance Team (the principal, nurse, school counselor, and school clerk) continued to communicate with these families to ensure attendance or permissible reasons for absences. Currently, since Online Learning began in August, our absenteeism rate has decreased significantly. Our method of taking attendance now includes virtual participation, submission of assignments, and/or contact with the classroom teacher.

*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.

Efforts to assist with this goal from our school counselor, military family life counselor, and Attendance Team did not require LCFF funding. Aside from the change to online learning in the spring, there were no apparent differences between this goal and what was implemented for the year.

***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.

Changes to this goal will be made based upon Dashboard data from the 2018-2019 school year that indicates suspensions and chronic absenteeism rates by ethnicity. Specific goals will be created to reflect these specific groups of students.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Reduce Suspension Rates	1%	0%	Suspension	Monthly
June 2021	TK-5th	Reduce Chronic Absenteeism	5%	0%	Chronic Absenteeism	Monthly

***Identified Need**

According to our 2019 Dashboard data, Chronic Absenteeism and our Suspension Rate are areas of need at Kumeyaay Elementary. Our Suspension Rate is calculated at 1%, within the "yellow" category on Dashboard. Our Chronic Absenteeism is calculated at 5%, within the "green" category on Dashboard. In addition, according to the Staff CalSCHLS survey, staff indicate the need for additional support for students with social and emotional needs. Students with social and emotional needs are students who were suspended in the 2018-2019 school year.

***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 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

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- 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	K-5th	English Learner	Reduce Suspension	4%	0%	Suspension	Monthly
June 2021	K-5th	Students with Disabilities	Reduce Suspension Rate	6%	0%	Suspension	Monthly
June 2021	K-5th	Socioeconomically Disadvantaged	Reduce Suspension Rate	3%	0%	Suspension	Monthly
June 2021	K-5th	English Learner	Reduce Chronic Absenteeism	4%	0%	Attendance	Monthly
June 2021	K-5th	Students with Disabilities	Reduce Chronic Absenteeism	14%	0%	Attendance	Monthly
June 2021	K-5th	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism	11%	0%	Attendance	Monthly

Professional Learning for Students with Social Emotional Needs

*Students to be served by this Strategy/Activity

All students will benefit from these strategies and activities.

*Strategy/Activity - Description

To reduce our suspension rate and to the benefit of all students, teachers will be provided with training to support students who have social and emotional needs. Training will include research from professional books, professional development and student materials with support from our Behavioral Support Resources Department and school counselor for in-person instruction. Since suspensions are typically due to physical aggression toward others, it is not anticipated that behavior during Online Learning instruction will result in any suspensions.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
<p>Support strategies to reduce our suspension rate that do not require LCFF funding are effective use of the expertise of our school counselor, and consulting our military family life counselor to create and meet with student groups for emotional support and social learning. Support from our Behavioral Support Resources Department will also be used as guidance for professional learning and student learning materials. Selected materials and resources will be provided for teachers to research strategic methods of classroom support and individual student support for emotional and social needs. Support strategies to reduce our absenteeism rate that do not require LCFF funding include continued communication from our Attendance Team, creation of individual attendance plans for individual families, reports of attendance to classroom teachers and our community, and initiating Tier III response, as indicated above, as necessary.</p>									
Strategic Support for Reducing our Suspension Rate									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy / activity.									
*Strategy/Activity - Description									
To reduce our suspension rate and to the benefit of all students, PLC time will be provided during instructional minutes to discuss and create plans of intervention for positive and appropriate student behaviors when we return to in-person learning. Our school counselor and military life family counselor will create student groups to reinforce positive behavior and teach students proper social skills and emotional regulation.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Efforts of our school counselor and military life family counselor to provide teacher input and recommendations and create student learning groups does not require LCFF funding.									
Strategic Support for Reducing our Chronic Absenteeism Rate									
*Students to be served by this Strategy/Activity									
Students who are chronically absent will benefit from this strategy / activity.									
*Strategy/Activity - Description									

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According to our Dashboard data from the 2018-2019 school year, 5% of our students were chronically absent. These students include students with disabilities, English Language Learners, and students from socio-economically disadvantaged households. To reduce our absenteeism rate, our Attendance Team will personally contact families to develop a plan for consistent attendance for online and in-person learning. Our Attendance Team will continue to communicate with these families to ensure regular attendance or permissible reasons for absences. Our method of taking attendance for online learning includes virtual participation, submission of assignments, and/or contact with the classroom teacher. Our attendance rate, including those who arrive 30 minutes early or leave 30 minutes late, will be reported on weekly basis, with our school-wide goal to be ever increasing toward 100% attendance.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

This strategy / activity does not require LCFF funding.

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.

At Kumeyaay Elementary, we are continuously monitoring students in the area of English Language Arts while remaining current with new research and strategies to teach literacy to our students in a thoughtful and rigorous manner. Effective strategies to teach students reading and writing are included within our professional development meetings. Teachers are aware of students in need of extra support through formal and informal assessments, which are in-turn used to determine scaffolds of support for individual student needs. These scaffolds are discussed during professional development and PLC meetings. In addition, students in need of extra support in this area are monitored closely throughout the year. Each student has an independent goal based upon their need in literacy that they work toward as a foundational skill of grade level standards. These goals are reported and progress toward these goals are monitored. During online learning, teachers are monitoring reading and writing levels through assignments submission and virtual assessments, such as the FAST. Teachers then group students by need for differentiated instruction. Virtual monitoring meetings are held frequently throughout the school year to track student progress.

*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.

During in-person learning, additional funding will be necessary for teachers to collaborate and plan in the area of literacy according to individual student assessments. These funds will be used for visiting teachers, so classroom teachers may meet for PLC meetings to analyze assessments, individual student needs, and plan lessons accordingly. In addition, funding is also necessary for additional professional development in the area of literacy during

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instructional time. During the 2020-2021 school year, our focus will be upon overall growth in this area, along with ensuing academic growth for students in our Special Education programs and students who are English Language Learners. Our overall score, according to the 2018 - 2019 CAASPP results, increased to 77% students at proficient and advanced. Our goal in this area for the 2020-2021 school year of 79% overall proficient and advanced will remain the same.

*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.

In consideration of our overall student achievement percentage score of 77% proficient and advanced in the area of literacy according to our CAASPP 2018-2019 data, this year our goal will change by the increase of 75% to 78%, to consider our cohort scores. This change is indicated in our overall literacy goal, for grades 3rd through 5th, for the 2020-2021 school year. We will continue to monitor students in need of extra support in the area of literacy, create individualized student goals as foundational skills to meet grade level standards, and include strategies and necessary scaffolds and supports to teach grade level reading and writing skills based upon formal and informal assessments during in-person and online learning. We will also focus our efforts upon our subgroups in need of extra support, students in our Special Education programs and students who are English Language Learners.

Due to our inability to complete CAASPP assessments during the 2019-2020 school year, our cohort goals will remain the same, based upon the CAASPP 2018-2019 data.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase percentage of students who are proficient and advanced according to the CAASPP	N/A	80%	CAASPP ELA	annually
June 2021	4th	Increase percentage of students who are proficient and advanced according to the CAASPP	71%	77%	CAASPP ELA	annually
June 2021	5th	Increase percentage of students who are proficient and advanced according to the CAASPP	75%	80%	CAASPP ELA	annually
June 2021	3rd - 5th	Increase percentage of students who are proficient and advanced according to the CAASPP	77%	79%	CAASPP ELA	annually

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June 2021	3rd	Determine students who are proficient and advanced in the area of ELA and those in need of extra support according to the FAST a Reading assessment.	* incomplete data based upon online learning	80%	FAST aReading	trimester
June 2021	4th	Determine students who are proficient and advanced in the area of ELA and those in need of extra support according to the FAST a Reading assessment.	* incomplete data based upon online learning	77%	FAST aReading	trimester
June 2021	5th	Determine students who are proficient and advanced in the area of ELA and those in need of extra support according to the FAST a Reading assessment.	* incomplete data based upon online learning	80%	FAST aReading	trimester
June 2021	3rd - 5th	Determine students who are proficient and advanced in the area of ELA and those in need of extra support according to the FAST a Reading assessment.	* incomplete data based upon online learning	79%	FAST aReading	trimester

***Identified Need**

These goals were based upon our 2019 CAASPP results in English Language Arts at each grade level. Our overall goal is for 79% students in grades 3rd through 5th to be proficient and advanced in the area of ELA on the 2020-2021 CAASPP in ELA. This year 161 of 204 current students in 3rd through 5th grade will score proficient and advanced to meet this goal. During the 2018-2019 school year, 132 students of 172 students in grades 3rd - 5th were proficient and advanced.

CAASPP Cohort Scores from 2018-2019
 3rd grade; 71% Proficient and Advanced
 4th grade: 75% Proficient and Advanced
 5th grade: 88% Proficient and Advanced
 Overall, 77% Proficient and Advanced.

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Our previous goal for overall student achievement in 2018 was 75% of students in grades 3rd - 5th to be proficient and advanced in the area of literacy. We met and exceeded this goal by 2%. For the 2020-2021 school year, our new goal for student achievement is 79% of students in grades 3rd. - 5th to be proficient and advanced in the area of literacy in consideration of our cohort scores during the 2018-2019 school year. According to disaggregated CAASPP results, there is a discrepancy of our English Language Learners and students with disabilities subgroups between students who are not in these subgroups that need to be addressed. This will be reflected in the "Closing Achievement Gap" goal for literacy.

***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 may include student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments may include assessing student writing or student-developed presentation or videos. Monthly or unit assessments may include performance tasks, real-world projects, 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	3rd - 5th	English Learner	increase percentage of proficient and advanced in the area of literacy	33%	58%	CAASPP ELA	annually
June 2021	3rd	English Learner	increase percentage of proficient and advanced in the area of literacy students	N/A	50%	CAASPP ELA	annually

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June 2021	4th	English Learner	increase percentage of proficient and advanced in the area of literacy students	0%	50%	CAASPP ELA	annually
June 2021	5th	English Learner	increase percentage of proficient and advanced in the area of literacy students	50%	75%	CAASPP ELA	annually
June 2021	3rd - 5th	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	31%	50%	CAASPP ELA	annually
June 2021	3rd	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	N/A	40%	CAASPP ELA	annually
June 2021	4th	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	28%	57%	CAASPP ELA	annually
June 2021	5th	Students with Disabilities	increase percentage of proficient and advanced in the	37%	55%	CAASPP ELA	annually

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			area of literacy students				
June 2021	3rd - 5th	English Learner	increase percentage of proficient and advanced in the area of literacy	33%	58%	FAST aReading	trimester
June 2021	3rd	English Learner	increase percentage of proficient and advanced in the area of literacy students	* incomplete data based upon online learning	50%	FAST aReading	trimester
June 2021	4th	English Learner	increase percentage of proficient and advanced in the area of literacy students	* incomplete data based upon online learning	50%	FAST aReading	trimester
June 2021	5th	English Learner	increase percentage of proficient and advanced in the area of literacy students	* incomplete data based upon online learning	75%	FAST aReading	trimester
June 2021	3rd - 5th	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	* incomplete data based upon online learning	50%	FAST aReading	trimester
June 2021	3rd	Students with Disabilities	increase percentage of proficient and advanced in the	* incomplete data based upon online learning	40%	FAST aReading	trimester

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			area of literacy students				
June 2021	4th	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	* incomplete data based upon online learning	57%	FAST aReading	trimester
June 2021	5th	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	* incomplete data based upon online learning	55%	FAST aReading	trimester

ELA Professional Learning for Students in our Subgroups

*Students to be served by this Strategy/Activity

The targeted subgroups, along with all students, will benefit from the additional professional development, collaboration time, and materials and supplies used to implement strategies of support toward student achievement.

*Strategy/Activity - Description

These new percentage goals were based upon 2018-2019 CAASPP results for the selected subgroups. To assist with the increase of achievement by students in these subgroups, teachers will be provided with professional development during instructional time in the area of co-teaching for in-person learning, IEP goal development, addressing the needs of students in our special education programs, creating lessons that implement strategies and scaffolds for students who are learning English, and Designated English Language Development. During in-person learning, visiting teachers will be funded as release time for professional development, and classroom resources and materials will be purchased in the best interest of these subgroups, according to student and teacher needs.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01662C	Prof&Curriclm Dev Vist Tchr		\$9,000.00	\$11,006.10	0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		*During online learning these expenses will be use to support professional materials and supplies for online learning. During in person learning, these funds will be used for teacher release time for PLCs and professional development training.

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N01665J	Supplies		\$2,083.00	\$2,083.00	0166-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		*During online learning these expenses will be use to support professional materials and supplies for online learning. During in person learning, these funds will be used to purchase resources and materials to support students in these subgroups.
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***Additional Supports for this Strategy/Activity**

Strategic Support for Students in our Subgroups

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

The targeted subgroups, along with all students, will benefit from the additional planning, collaboration time, and materials and supplies used to implement strategies of support toward student achievement.

***Strategy/Activity - Description**

Funding will be used to release teachers during instructional time to meet in grade level PLCs. During this time, teachers will analyze formal and informal assessment data to make informed decisions about lesson planning and strategies implemented within their lessons to support these subgroups and all students. Instructional materials may also be purchased to support students in these subgroups.

***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				0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N01662C	*During online learning these expenses will be use to support professional materials and supplies for online learning. During in person learning, these funds will be used for teacher release time for PLCs and professional development training.
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N01665J	*During online learning these expenses will be use to support professional materials and supplies for online learning. During in person learning, these funds will be used to purchase resources and materials to support students in these subgroups

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.

At Kumeyaay Elementary, we are continuously monitoring students in the area of Math while remaining current with new research and strategies to teach math to our students in a thoughtful and rigorous manner. Effective strategies to teach students math are included within our professional development meetings. Teachers are aware of students in need of extra support through formal and informal assessments, which in-turn are used to determine scaffolds of support for individual student needs. These scaffolds are discussed during professional development and PLC meetings. In addition, students in need of extra support in this area are monitored closely throughout the year. Each student has an independent goal based upon their need in math that they work toward as a foundational skill of grade level standards. These goals are reported and progress toward these goals are monitored. During online learning, teachers are monitoring math through assignment submission and virtual assessments, such as the FAST. Teachers then group students by need for differentiated instruction. Virtual monitoring meetings are held frequently throughout the school year to track student progress.

*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.

During in-person learning, additional funding is necessary for teachers to collaborate and plan in the area of math, according to individual student assessments. These funds will be used for visiting teachers, so classroom teachers may meet for PLC meetings to analyze assessments, individual student needs, and plan lessons accordingly. In addition, funding is also necessary for additional professional development in the area of math during instructional time. During the 2020-2021 school year our focus will be upon overall growth in this area, along with ensuring academic growth for students in our Special Education programs and students who are English Language Learners. Our overall score, according to the 2018-2019 CAASPP

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

results, increased to 77% students as proficient and advanced. Our goal in this area for the 2020-2021 school year of 79% overall proficient and advanced will remain the same.

*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.

In consideration of our overall student achievement percentage score of 77% proficient and advanced in the area of Math according to the 2018-2019 CAASPP results, our goal will change for the 2020-2021 school year by an increase of 75% to 79%. This change is indicated in our overall Math goal, for grades 3rd through 5th, in the 2019-2020 school year, with consideration of our grade level cohort scores. We will continue to monitor students in need of extra support in the area of Math, create individualized student goals as foundational skills to meet grade level, common core standards, and include strategies and necessary scaffolds and supports to teach grade level Math skills based upon formal and informal assessments. We will also focus our efforts upon our subgroups in need of extra support, students in our Special Education programs and students who are English Language Learners. Our overall goal is 79% students in grades 3rd through 5th to be proficient and advanced in the area of Math. Last year, 132 students of 172 students (77%) were proficient and advanced in grades 3rd-5th. This year, 161 students of 204 (79%) must be proficient and advanced to reach our new goal for the 2020-2021 school year.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	increase percentage of students who score proficient and advanced	77%	79%	CAASPP Math	annually
June 2021	3rd	increase percentage of students who score proficient and advanced	N/A	82%	CAASPP Math	annually
June 2021	4th	increase percentage of students who score proficient and advanced	76%	82%	CAASPP Math	annually
June 2021	5th	increase percentage of students who score proficient and advanced	68%	73%	CAASPP Math	annually

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June 2021	3rd - 5th	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the Fast aMath.	* incomplete data based upon online learning	79%	Other (Describe in Objective)	trimester
June 2021	3rd	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the Fast aMath.	* incomplete data based upon online learning	82%	Other (Describe in Objective)	trimester
June 2021	4th	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the Fast aMath.vanced	* incomplete data based upon online learning	82%	Other (Describe in Objective)	trimester
June 2021	5th	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the Fast aMath.	* incomplete data based upon online learning	73%	Other (Describe in Objective)	trimester

***Identified Need**

This goal was based upon our 2019 CAASPP results in Math. Our previous goal for student achievement was 75% of students in grades 3rd - 5th to be proficient and advanced in the area of Math. We met and exceeded this goal by 2%. For the 2020-2021 school year, our new goal for student

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

achievement is 79% of students in grades 3rd. - 5th to be proficient and advanced in the area of Math. According to disaggregated CAASPP results, there is a discrepancy of our English Language Learner and Students with Disabilities subgroups between students who are not in these subgroups that needs to be addressed. This will be reflected in the "Closing the Achievement Gap" goal for Math.

*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 possible in-person assessments.
- Daily assessment strategies may include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments may include assessing student writing or student-developed presentation or videos. Monthly or unit assessments may include performance tasks, real-world projects, 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	3rd - 5th	English Learner	increase percentage of students who score proficient and advanced	17%	50%	CAASPP Math	annually
June 2021	3rd	English Learner	increase percentage of students who score proficient and advanced	N/A	50%	CAASPP Math	annually
June 2021	4th	English Learner	increase percentage of students who score proficient and advanced	0%	50%	CAASPP Math	annually
June 2021	5th	English Learner	increase percentage of students who score proficient and advanced	25%	50%	CAASPP Math	annually
June 2021	3rd - 5th	Students with Disabilities	Determine students who are proficient and advanced in the area of Math according to the FAST aMath assessment.	31%	50%	CAASPP Math	annually
June 2021	3rd	Students with Disabilities	increase percentage of students who score proficient and advanced	12%	20%	CAASPP Math	annually

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June 2021	4th	Students with Disabilities	increase percentage of students who score proficient and advanced	15%	20%	CAASPP Math	annually
June 2021	5th	Students with Disabilities	increase percentage of students who score proficient and advanced	3%	10%	CAASPP Math	annually
June 2021	3rd - 5th	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	50%	Other (Describe in Objective)	trimester
June 2021	3rd	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	50%	Other (Describe in Objective)	trimester
June 2021	4th	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	50%	Other (Describe in Objective)	trimester
June 2021	5th	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	50%	Other (Describe in Objective)	trimester
June 2021	3rd - 5th	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	50%	Other (Describe in Objective)	trimester
June 2021	3rd	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	20%	Other (Describe in Objective)	trimester

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June 2021	4th	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	20%	Other (Describe in Objective)	trimester
June 2021	5th	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based on online learning	10%	Other (Describe in Objective)	trimester

Math Professional Learning for Students in our Subgroups

*Students to be served by this Strategy/Activity

The targeted subgroups, along with all students, will benefit from the additional professional development, collaboration time, and materials and supplies used to implement strategies of support toward student achievement.

*Strategy/Activity - Description

The new percentage goals were based upon 2018-2019 CAASPP results for the selected subgroups. To assist with the increase of achievement by students in these subgroups, teachers will be provided with professional development during instructional time in the area of co-teaching for in-person learning, IEP goal development, addressing the needs of students in our special education programs, creating lessons that implement strategies and scaffolds for students who are learning English, and Designated English Language Development. During in-person learning, visiting teachers will be funded as release time for professional development, and classroom resources and materials will be purchased win the best interest of these subgroups, according to student and teacher needs for both in-person and online learning.

*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				0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N01662C	*During online learning these expenses will be use to support professional materials and supplies for online learning. During in person learning teachers will be released for PLCs.
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N01665J	*During online learning these expenses will be use to support professional materials and supplies for online learning.

Strategic Support for Students in our Subgroups

*Students to be served by this Strategy/Activity

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The targeted subgroups, along with all students, will benefit from the additional planning, collaboration time, and materials and supplies used to implement strategies of support toward student achievement.

***Strategy/Activity - Description**

Funding will be used to release teachers during instructional time to meet in grade level PLCs during in-person learning. During this time, teachers will analyze formal and informal assessment data to make informed decisions about lesson planning and strategies implemented within their lessons to support these subgroups and all students. Instruction materials may also be purchased to support students in these subgroups.

***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				0166-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N01662C	During online learning, these expenses will be used to support professional materials and supplies for online learning. During in-person learning, these funds will be used for teacher release time for PLCs and professional development training.
	Supplies				0166-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N01665J	During online learning, these expenses will be used to support professional materials and supplies for online learning. During in-person learning, these funds will be used to purchase resources and materials to support students in these subgroups.

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.

Students who are English Language Learners and in need of extra support are monitored for academic growth throughout the school year. Together with the teacher and principal, these students create or are provided with individual student goals for foundational skills to reach grade level, common core standards. Our English Learners greatly benefit from individualized goals toward grade level standards. Along with their teacher, they are able to celebrate individual accomplishments while working toward the standards. In addition to this measure, teachers have been trained in Designated English Language Development (DELDT) to address the language needs necessary to comprehend and express at grade level in all academic areas. Training in dELD assisted teachers in understanding the ELD standards, assessment in ELD, and implementation of lessons according to these assessments.

*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.

During the 2019-2020 school year, teachers will be provided with additional professional development training in the specific area of dELD. Our fourth and fifth grade teacher were also being guided through Student Centered Coaching Cycles, which focused upon specific strategies to support English Language Learners within the area of Literacy. This year, these teaching techniques and strategies will continue to be used to support our English Learners. Last school year, funding was used to release teachers for training and professional development in this area. This year, funds will be set aside to release teachers for grade level meetings and training during in-person learning and necessary support materials during online and in-person learning.

***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.

The baseline and target percent of this goal is based upon our 2018-2019 CAASPP results.

***Integrated English Language Development**

An accountability system has been created to monitor the implementation of Designated English Language Development (dELD) through professional development training, classroom observations of dELD strategies being used for English Language Learners, and individual student monitoring system of achievement toward grade level standards in all areas, as well as administrative participation in PLCs to ensure the planning of dELD within each lesson, as necessary.

ELs will be monitored toward grade level standards, in addition to English Language Development (ELD) standards through our monitoring meetings and accountability system. This requires teachers to understand how ELD standards are assessed and how progress is measured toward these standards. Teachers participated in training to assess and track progress of our EL's, and teach dELD based upon assessment toward standards. Monitoring will take place each trimester and growth will be tracked and reported to ensure our next steps are appropriate for each EL.

Since our subgroups will be targeted this year, and discussion of supports for our target students is consistent within our PLC agendas, these subgroups will be within the focus of lesson planning, with specific strategies implemented to support individual students. PLCs will also monitor growth of SWDs and ELs through formal and informal assessments, to be discussed at PLCs for continued and next steps.

***Designated English Language Development**

The ensure that Designated ELD (dELD) instruction is taking place for our English Language Learners, a 35 minute block of time has been reserved on each schedule in classrooms with rostered ELs. In addition, professional development will be provided in dELD as related to the ELD standards and follow-up classroom observation and teacher meetings will take place for quality and accuracy of dELD instruction.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5th	English Learner	Increase in a minimum of one performance level	N/A	70%	Summative ELPAC	annually
June 2021	K-5th	English Learner	Increase the number of students who are	80%	95%	Summative ELPAC	annually

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			eligible for reclassification to be reclassified as R-FEP				
*Identified Need							
<p>According to our 2018-2019 CAASPP results, there is an achievement gap between our English Language Learners and students who are not in this subgroup in the areas of literacy and math. For this reason, ELPAC goals were selected for increased student achievement in these academic areas according to CAASPP results. In addition, classroom goals were created for students in K-2nd grades to be measured by formal assessments, virtual or in-person, for Reading and end-of-unit Math assessments. Formal reading assessments and end-of-unit Math results will be recorded on student report cards, as well as discussed as these students are being monitored for growth toward individual goals and on formal and informal assessments.</p>							
*Online Learning Implications							
<p>- 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.</p> <p>-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.</p> <p>-</p> <p>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)</p> <ul style="list-style-type: none"> -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, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition. <p>Formative assessment data will be collected, analyzed and feedback given to students.</p> <p>Professional development will also be offered to teachers across the district serving this English Learner group</p> <p>This 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 (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	English Learner	Increase the number of students who are proficient and advanced in this area	33%	58%	CAASPP ELA	annually
June 2021	3rd	English Learner	Increase the number of students who are proficient and advanced in this area	N/A	50%	CAASPP ELA	annually

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June 2021	4th	English Learner	Increase the number of students who are proficient and advanced in this area	0%	50%	CAASPP ELA	annually
June 2021	5th	English Learner	Increase the number of students who are proficient and advanced in this area	50%	75%	CAASPP ELA	annually
June 2021	3rd-5th	English Learner	Increase the number of students who are proficient and advanced in this area	17%	50%	CAASPP Math	annually
June 2021	3rd	English Learner	Increase the number of students who are proficient and advanced in this area	N/A	50%	CAASPP Math	annually
June 2021	4th	English Learner	Increase the number of students who are proficient and advanced in this area	0%	50%	CAASPP Math	annually
June 2021	5th	English Learner	Increase the number of students who are proficient and advanced in this area	25%	50%	CAASPP Math	annually
June 2021	3rd-5th	English Learner	Increase the number of students who are proficient and advanced in this area	33%	58%	CAASPP ELA	annually
June 2021	3rd-5th	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of ELA according to the FAST aReading assessment.	* incomplete data based upon online learning	58%	Other (Describe in Objective)	trimester
June 2021	3rd	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of ELA according to the FAST aReading assessment.	* incomplete data based upon online learning	50%	Other (Describe in Objective)	trimester
June 2021	4th	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of	* incomplete data based upon online learning	50%	Other (Describe in Objective)	trimester

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			ELA according to the FAST aReading assessment.				
June 2021	5th	English Learner	Determine the number of students who are proficient and advanced and those in need of extra support in the area of ELA according to the FAST aReading assessment.	* incomplete data based upon online learning	75%	Other (Describe in Objective)	trimester
June 2021	3rd - 5th	English Learner	Determine the number of students who are proficient and advanced and those in need of support in the area of Math according to the FAST aMath assessment.	* incomplete data based upon online learning	50%	Other (Describe in Objective)	trimester
June 2021	3rd	English Learner	Determine the number of students who are proficient and advanced and those in need of support in the area of Math according to the FAST aMath assessment.	* incomplete data based upon online learning	50%	Other (Describe in Objective)	trimester
June 2021	4th	English Learner	Determine the number of students who are proficient and advanced and those in need of support in the area of Math according to the FAST aMath assessment.	* incomplete data based upon online learning	50%	Other (Describe in Objective)	trimester
June 2021	5th	English Learner	Determine the number of students who are proficient and advanced and those in need of support in the area of Math according to the FAST aMath assessment.	* incomplete data based upon online learning	75%	Other (Describe in Objective)	trimester

Professional Learning to Support English Learners

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

Students who are English Language Learners will benefit from this strategy, along with all students.

***Strategy/Activity - Description**

To increase student achievement in this area, teachers will be provided release time to meeting in their grade level PLCs for focused planning of dELD strategies and collaboration to support our English Learners. During in-person learning, teachers will also participate in lesson study, cross classroom observations, and training offered through SDUSD. Funding will be allocated for release time and materials and supplies necessary to support our English Learners during online and in-person learning.

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*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				0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N01662C	During online learning, these expenses will be used to support professional materials and supplies for online learning. During in-person learning, these funds will be used to release teachers for PLCs and additional training
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N01665J	During online learning, these expenses will be used to support professional materials and supplies for online learning.

Strategic Support for Students in this Subgroup

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

Students who are English Language Learners will benefit from this strategy.

***Strategy/Activity - Description**

Teachers will be provided with the necessary classroom materials and supplies to support ELs during online and in-person learning, along with research based texts that assist with understanding specific strategies used to teach English Learners.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N01665J	During online learning these expenses will be used to support professional materials and supplies for online learning. During in-person learning, these expenses will be used for professional materials and supplies.

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.

Achievement of Students with Disabilities is being monitored by growth toward IEP goals in designated academic and social areas. Our case managers closely collaborate with our general education classroom teachers to provide appropriate assignments and activities that reflect student IEP goals. Para educators also work with students in our Special Education programs as an additional support, according to IEPs, if necessary. Our classes are inclusive of students in our Special Education day class as well, according to IEPs.

*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.

SDUSD provided professional development for our teachers to increase collaboration with case managers and take part in the IEP process by writing present levels for students with disabilities within their IEP. Kumeyaay case managers have also been working to co-teach with general education teachers during in-person learning. Our case managers support our general education teachers and students with disabilities within their classes during online learning.

*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.

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There are no major differences between the budgeted expenditures and intended expenditures in relation to this goal.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Increase the number of students who are proficient and advanced in the area of ELA according to the CAASPP	31%	50%	Other (Describe in Objective)	annually
June 2021	3rd - 5th	Increase the number of students who are proficient and advanced in the area of Math according to the CAASPP	38%	53%	Other (Describe in Objective)	annually
June 2021	3rd - 5th	Determine the number of students who are proficient and advanced and those in need of extra support in ELA according to the FAST aReading assessment.	31%	50%	Other (Describe in Objective)	trimester
June 2021	3rd - 5th	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	38%	53%	Other (Describe in Objective)	trimester

***Identified Need**

Our 2018-2019 California Dashboard data does not indicate specific results for students in our Special Education programs. However, disaggregated CAASPP results show a significant difference in the percentage of students who are proficient and advanced in the areas of ELA and Math in comparison to the number of students who are proficient and advanced in this subgroup.

***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

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- 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	3rd	Students with Disabilities	Increase the number of students who are proficient and advanced in the area of ELA according to the CAASPP	N/A	40%	Other (Describe in Objective)	annually
June 2021	4th	Students with Disabilities	Increase the number of students who are proficient and advanced in the area of ELA according to the CAASPP	28%	57%	Other (Describe in Objective)	annually
June 2021	5th	Students with Disabilities	Increase the number of students who are proficient and advanced in the area of ELA according to the CAASPP	37%	55%	Other (Describe in Objective)	annually
June 2021	3rd	Students with Disabilities	Increase the number of students who are proficient and advanced in the area of Math according to the CAASPP	N/A	45%	Other (Describe in Objective)	annually
June 2021	4th	Students with Disabilities	Increase the number of students who are proficient and advanced in the area of Math according to the CAASPP	57%	71%	Other (Describe in Objective)	annually
June 2021	5th	Students with Disabilities	Increase the number of students who are proficient and advanced in the area of Math according to the CAASPP	37%	45%	Other (Describe in Objective)	annually
June 2021	3rd	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of ELA according to the FAST aReading assessment.	* incomplete data based upon online learning	40%	Other (Describe in Objective)	trimester
June 2021	4th	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of ELA according to the FAST aReading assessment.	* incomplete data based upon online learning	57%	Other (Describe in Objective)	trimester
June 2021	5th	Students with Disabilities	Determine the number of students who are proficient and advanced and those	* incomplete data based	55%	Other (Describe in Objective)	trimester

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			in need of extra support in the area of ELA according to the FAST aReading assessment.	upon online learning			
June 2021	3rd	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based upon online learning	45%	Other (Describe in Objective)	trimester
June 2021	4th	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based upon online learning	57%	Other (Describe in Objective)	trimester
June 2021	5th	Students with Disabilities	Determine the number of students who are proficient and advanced and those in need of extra support in the area of Math according to the FAST aMath assessment.	* incomplete data based upon online learning	55%	Other (Describe in Objective)	trimester

Professional Learning for Students with Disabilities

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity, specifically students with disabilities.

*Strategy/Activity - Description

Our para-educators will participate in District provided professional developments to further support our students with disabilities. Our case managers will continue to collaborate with our general education teachers to ensure alignment and support of classroom lessons, achievement toward IEP goals, and foundational skills to meet grade level standards. Our fourth and fifth grade teachers are being guided through our District provided Student Centered Coaching Cycles in the area of Literacy, along with our Education Specialist, to support this subgroup and provide coaching for teachers and co-teaching strategies. Funding for materials and supplies to enhance student learning will be provided as necessary. Teachers will also be provided with additional PLC time during instructional minutes to collaborate and discuss supports necessary for our students with disabilities, based upon formal and informal assessments.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Strategies to Support Students with Disabilities

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

All students will benefit from this strategy, with a focus upon SWDs.

***Strategy/Activity - Description**

Typically growth for SWD's has been measured by classroom teachers in comparison to grade level standards and expectations, without baseline data and a measurement of growth system toward academic IEP goals. This year, progress will also be monitored toward growth of academic IEP goals, with baseline data for use as a measurement tool. This requires classroom teachers to be aware of IEP academic goals in relation to what they are teaching and consistent communication with our case managers to report progress and seek assistance with appropriate instructional activities that will assist SWD's toward their IEP goals.

A school site accountability system has been created to monitor the progress of SWDs toward their IEP goals each trimester, in addition to information provided at IEP meetings.

Since our subgroups will be targeted this year, and discussion of supports for our target students is consistent within our PLC agendas, these subgroups will be within the focus of lesson planning, with specific strategies implemented to support individual students. PLCs will also monitor growth of SWDs through formal and informal assessments, to be discussed at PLCs for continued and next steps.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

This activity does not require LCFF funding.

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 Youth	Maintain a low suspension rate	*Small group size	0%	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, the Kumeyaay site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Kumeyaay staff will develop and implement a site-specific system for tracking classroom referrals.
3. Kumeyaay staff will create a process for ensuring a student is assigned a Student Champion, Patricia Babington, to help them through any suspension or expulsion process.
4. Kumeyaay staff 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, Kumeyaay staff will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Kumeyaay 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.

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Kumeyaay will continue to monitor the suspension rates for Black Youth on a monthly basis. Currently our suspension rate for this group is low.

***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.

Strategies to Support our Black Youth

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

All students will benefit from this strategy / activity.

***Strategy/Activity - Description**

To reduce our suspension rate and to the benefit of all students, PLC time will be provided during instructional minutes to discuss and create plans of intervention for positive and appropriate student behaviors when we return to in-person learning. Our school counselor and military life family counselor will create student groups to reinforce positive behavior and teach students proper social skills and emotional regulation.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Strategies to Support our Black Youth

Book Research

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

All students will benefit from this activity, especially our Black Youth.

***Strategy/Activity - Description**

Teachers will be invited to participate in research to support our Black Youth by reading selected books that provide insight into life experiences of Black Youth, culture, and measures necessary to provide supports, awareness of racism, and education to stop unequal treatment of our Black Youth.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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.

At Kumeyaay, parent involvement is instrumental to support our students and community. Parents have many opportunities to become involved through volunteering and participating in School Site Council and our Site Governance Team, in-person or virtually. During in-person learning, families also attend monthly Tribal Meetings, Family Fridays, and Parent Involvement Day. These have been successful as indicated by varying degrees of attendance.

*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 between the budgeted expenditures and intended expenditures in relation to this goal.

*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.

Changes will reflect our goal to increase parent involvement in School Site Council (SSC) and Site Governance Team (SGT) meetings, since there is traditionally a low number of parents who attend these meetings. This is another opportunity for parent involvement in budget funding, creation of school-wide student achievement goals, and to provide input regarding school site decisions.

This goal was written based upon our current parent attendance at SSC and SGT meetings. Currently, approximately 5 to 10 parents attend our SSC and SGT meetings.

To include CAL-SCHLS data, as specified, during the 2018-2019 school year, twenty percent, approximately 36, of the 178 parents who responded, responded positively to questions regarding participation in decision making at Kumeyaay. Our goal is to increase the percentage of parents who

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

participate in the decision making process by encouraging attendance at our SSC and SGT meetings. Our parent participation rate is high, yet varies based upon the activity and event. At school functions, such as teacher conferences, classroom celebrations, and Family Involvement Day, participation rates extend from 90% to 95%. Parent participation rates for school committees, such as SSC and SGT, is less than 1%.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	increase the percentage of parents who serve on school decision -making committees (SGT, SSC, Foundation Meetings) to provide opportunities for parent input into the decision making process as measured by attendance / sign-in sheets	20% (CAL - SCHLS results)	30%	CAL - SCHLS (CSPS)

*Identified Need

Additional parent participation is necessary and encouraged at SSC and SGT meetings to provide input regarding school site decisions, budget funding options, and our yearly student achievement goals. Currently, less than 1% of families attend these meetings. It is important that our committees are well advertised and welcoming for all parents to understand and participate in the decision making process at Kumeyaay.

Currently, less than .1% of families attend SSC and SGT meetings, as calculated by our total number of approximately 400 families. Our goal is to increase attendance to approximately 20 parents, from .02% to .05%, on a regular basis.

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students may receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

- District is also supplying families with training on SEL, Wellness, Health and Safety.

-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.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

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.

-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.

Training for parents and other caregivers

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	increase parent attendance at SSC meetings, from 4 parents to 20 regularly attending parents	.0025	.05%	Attendance
June 2021	SGT	increase parent attendance at SGT meetings, from 8 parents to 20 regularly attending parents	.1%	.05%	Attendance

Strategic Support

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

All families are encouraged to participate in the above mentioned school committees, parent learning opportunities, and Foundation meetings.

***Strategy/Activity - Description**

To increase parent participation, extensive advertising of our SSC and SGT meetings will take place through parent emails, Peach Jar flyers, and announcements at Tribal Meetings. In addition, a welcoming environment will be created to encourage all parents to attend. Convenient days and times for parents will also be considered when scheduling these meetings, to increase parent attendance.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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.

In an effort to increase our graduation/promotion rate, classroom teachers will continue to receive support to strengthen Tier II instruction in an effort to improve overall reading scores. Support will be provided to our English Language Learners through dELD. Teachers will support students based upon individual student need and the ELD standards. Students in need of extra support are monitored throughout the school year, and adjustments of support are made according to student progress and individual student goals.

*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 between the intended implementation and/or budget expenditures to implement the strategies/activities to meet the articulated goal.

*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.

Due to Online Learning, these assessments may be provided to students in digital/virtual format. Teachers will continue to support students in their reading and reading comprehension by grade level. Teachers will determine specific reading needs through continued assessments to guide meaningful planning and instruction.

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	Kindergarten	maintain high percentage of students reading at or above grade level according to the DRA	100%	85%	Other (Describe in Objective)	trimester	
June 2021	First	increase percentage of students reading at or above grade level according to the DRA	83%	85%	Other (Describe in Objective)	trimester	
June 2021	Second	increase percentage of students reading at or above grade level according to the FAST aReading.	44%	75%	Other (Describe in Objective)	trimester	
June 2021	Third	increase percentage of students reading at or above grade level according to the FAST aReading.	71%	80%	Other (Describe in Objective)	trimester	
June 2021	Fourth	increase percentage of students reading at or above grade level according to the FAST aReading.	76%	80%	Other (Describe in Objective)	trimester	
June 2021	Fifth	increase percentage of students reading at or above grade level according to the FAST aReading.	78%	80%	Other (Describe in Objective)	trimester	
*Identified Need							
<p>Promotion and graduation rate goal percentages are based upon formal data collected by teachers through developmental reading assessments this year. Our subgroups show a significantly high percentage of students in our subgroups who are not reading at grade level. Currently 13% of ELs in grades K through 5th are reading at or above grade level. Our goal is to increase this percentage from 13% to 51%, a difference of 16 students, based upon DRA and FAST data collected at each trimester. Currently 39% of our SWDs in grades K through 5th are reading at or above grade level. Our goal is to increase this percentage from 39% to 51%, a difference of 6 students, based upon DRA and FAST data collected at each trimester.</p>							
*Online Learning Implications							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	K-5th	English Learner	increase the percentage of students who are reading at or above grade level based upon the DRA and/or FAST aReading.	13%	51%	Other (Describe in Objective)	trimester

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	K-5th	Students with Disabilities	increase the percentage of students who are reading at or above grade level according to the DRA and/or FAST aReading.	39%	51%	Other (Describe in Objective)	trimester
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Professional Learning

*Students to be served by this Strategy/Activity

Students who are English Language Learners and students who are in our Special Education program will benefit from this strategy, as well all other students.

*Strategy/Activity - Description

Our fourth and fifth grade teachers will be guided through our District's Student Centered Coaching Cycles, which focuses upon increased achievement of students in our subgroups. These teachers, in-turn, will provide information and training about this process to all other classroom teachers. Teachers then will be provided the opportunity to plan according to assessments for individual student needs, as specific supports are embedded within lessons and Tier I and Tier II instruction to support students in our subgroups and all students. Visiting teachers will also be funded to provide PLC time, so teachers may plan lessons accordingly. If necessary, materials and supplies to support English Language Learners and students with disabilities will be purchased.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Kumeyaay teachers who have been selected to participate in our District's STEAM initiative are enthusiastic about the materials and lessons provided as a method to instill strategic thinking, collaborative skills, meaningful problem solving, and grade level standards into their everyday teaching practice. These teachers have agreed to share this new learning and enthusiasm with their colleagues to promote confidence in and foster a culture of STEAM. In addition, students who participate are also being monitored for increased participation and engagement of lessons taught in new and exciting ways. Traditionally, Kumeyaay has offered enrichment classes that promote and foster development in STEAM, including a Science prep class that includes technology, engineering, robotics, and technology, and Music and Fine Art classes. The District STEAM initiative is welcome and appreciated at our site.

To ensure capacity and fidelity, classroom observations take place frequently, along with encouragement, constructive feedback, and offers of support. Collaboration time is provided through PLCs for teachers to verbalize their successes and challenges. STEAM has been sustained by our supportive staff members and by STEAM representatives who ensure the materials, supplies, and lessons are made available to teachers. There is also an offer of consistent support by these representatives who are ready and willing to assist.

Teaching STEAM for a minimum of four hours per week is a requirement for success through the program for in-person learning. Teachers have submitted their daily and weekly schedules that include this block of time for STEAM instruction. Accountability will be ensured through observations and monitoring during in-person and online learning.

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

It is important that staff consider our SPSA goals in decision making and planning throughout the year to remain focused upon student achievement and quality and purposeful instruction that meets the needs of all students. For this reason, we have developed a data collection system that indicates classroom, grade level, and school site goals for overall student achievement. Progress toward these goals is monitored at least three times a year. Professional development and follow through is necessary to provide teachers with information about how to attain these goals, such as strategies to support our English Language Learners and students in our Special Education Programs, which will be provided by administration or through District support. Individual student monitoring will also take place in consideration of students in our subgroups who need extra support. Monitoring includes the creation of individual student goals that will assist as foundation skills toward grade level standards. Progress toward these goals are monitored at least three times per year. Observations take place frequently with constructive feedback provided to teachers by their preferred method, along with on-going conversations during PLC meetings about formal and informal assessments and the meaningful next steps of instructional practices according to these assessments. These priorities as outlined in our SPSA will be shared with staff and parents for focus and a better understanding of our common goal, to increase student achievement and parent involvement.

Leadership actions include instilling a sense of urgency through connecting our data to individual students who are in need of extra support and have been in need of support over their academic career. Professional developments will be well designed and personalized to create an understanding of our focus toward these goals and provide encouragement and support as teachers follow through with new learning. Classroom observations will take place for the purpose of providing constructive feedback for the benefit of the teacher and students and to ensure new learning is transferring into lesson design. Consistent support for teachers will be provided with an “open door” policy for questions and concerns, along with motivational celebrations incorporated into daily routines for successful strides that lead to our overall goals. A healthy balance between our staff and community will be maintained, where all feel safe, welcomed, and heard. The maintenance of all factors in relation to obtaining our goals will be sustained by administration, as safety and student achievement take precedence in all that we do at Kumeyaay.

In addition, data from our formal assessments, as indicated in our assessment plan, will be reported teachers through Professional Development and a common reporting tool that is visible by all teachers through Google Docs. The data will then be dis-aggregated to focus upon the achievement of our subgroups, SWD's and EL's, along with data from our monitoring meetings. This data will show evidence of our need to enhance Tier I instruction to focus upon these subgroups as well as instill a sense of urgency. Through this data and our awareness that these subgroups represent the majority of students who are not performing at grade level, teachers have expressed their desire for more support through training and professional development. This is evidenced by teacher responses for the California Healthy Schools Survey. Our ILT will discuss specific teacher needs and make decisions around professional learning. Our capacity builders will also have an opportunity to present their findings and practices to support these subgroups.

Online Learning

We value our community and their support during this time of online learning. SDUSD has created a platform of communication through Parents as Partners. At Kumeyaay, we have extended this platform to ensure our families are well informed, prepared for online learning, and comfortable to communicate their questions, concerns, and recommendations. Through our virtual grade level meetings, parent surveys, and teacher to parent communication, we are better able to understand the needs of our community and individual family needs during this time. Knowing that parents are working and may have multiple children to support through online learning, we are flexible to create individual family learning plans. These plans are developed with families in collaboration with our teachers. This process has greatly assisted with student attendance and engagement. For those who are in need of extra support, we offer wrap around services for attendance and engagement. Our Attendance Team communicates with families to provide supports for student attendance and discuss the value of participating in online learning each day. To re-engage students, our teachers offer highly desirable lessons and academic activities, teach enthusiastically, and differentiate instruction to meet various student needs. Our school counselor and military family life counselor are also available to students who may need emotional and psychological support during this time.

Our teachers have participated in extensive training around online learning and keeping students engaged. Particularly, the work and research of online learning by Dr. Doug Fisher has been presented to our teachers to gain further insight of methods and strategies for success. Professional development has also been provided to address Quality Learning Interaction and Quality Teaching Practices. Of the five specified Quality Learning Interactions, our focus is welcoming students and connecting with students to increase engagement. Through Fisher's training, teachers learned to identify levels of engagement and discussed methods to move students along a continuum of increased engagement. These strategies include building positive rapport with students through getting to know their learning style, their likes and dislikes, their strengths and areas of need, and creating a warm environment where students may take risks and are free to express themselves.

During online learning, our students move from whole group lessons into small group lessons for differentiated instruction. They also participate in VAPA, and separate Science and Music classes. These teachers hold to the same high expectations as our general education teachers; meaningful planning and preparedness, building rapport and connections with students, teaching lessons that are standards based, and adhering to an accountability and feedback system to track student growth.

To ensure that online learning is successful for all families, we have developed a strong communication system. Through our weekly Coyote Column and parent emails, we announce material distribution days, provide trouble shooting information for internet access and student device service, and offer translation through the SDUSD translation line. Parents may contact us for questions or concerns by emailing the principal, their classroom teacher, or completing a general survey for questions and concerns that is monitored by the principal.

To meet our SPSA goals, students must be monitored for progress frequently throughout the year. Those in need of extra support have been identified for deeper levels of instruction and, if necessary, our SSC/RtI process. We have committed to formally assessing our students three times per year in ELA and Math through the FAST assessment. These results will also guide our online planning and teaching. In addition, students in need of extra support have individual goals that address foundational skills necessary to reach grade level standards. These goals are incorporated into their lessons through differentiated instruction to address each area of need. In addition, teachers work specifically with our students with disabilities and ELs. They collaborate with our case managers to understand IEP goals and create activities and supports for students to reach their goals. Case managers are meeting in small groups with students in our Special Education programs as well, to support with grade level classwork and work toward IEP goals. Para-educators are also part of virtual meetings to support these students, as well as others, as necessary. Our ELs are supported through teaching

methods and strategies learned through our dELD trainings. Teachers collaborate often to discuss additional methods of support and planning to ensure our subgroups are making academic progress.

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:

APPENDIX A

BUDGET SUMMARY

Kumeyaay Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
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)	\$ 13,089

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)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

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)	\$13,089
[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): \$ 13,089

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$13,089

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Kumeyaay Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 9,000.00
			3000			\$ 2,006.10
			4301	Supplies		\$ 2,083.00
	09800 LCFF Intervention Support Total					\$ 13,089.10
Grand Total						\$ 13,089.10

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

**San Diego Unified School District
KUMEYAAY ELEMENTARY
PARENT INVOLVEMENT POLICY**

Kumeyaay Elementary will provide a flexible number of meetings and a variety of opportunities that allow for parent involvement. Monthly School Site Council/Governance Team meetings are also conducted, providing information to stakeholders relative to programs that support student learning. Parent membership is required and welcomed. The content of these monthly meetings may be translated upon request in other available languages. Topics covered during the meetings will include:

- Review of current student assessment data and student progress
- Strategies to improve the communication between home and school
- Data based rationale and strategies to enhance parent involvement
- Ways to Provide information about available resources for improving student achievement
- Shared decision-making relative to allocations of budget funds
- Evaluation/Revision policies for the school's Parent Involvement Policy
- Focus on diversity

Parental input is welcomed and valued at the School Site Council (SSC), providing an ongoing opportunity for parents in the planning, review and decision-making processes for the improvement of the instructional program and overall school environment.

Important school and district news, upcoming events, and information to provide parents with strategies to support their children are communicated through the following: school website, marquee, Tierra Times Community Newspaper, and periodic letters or newsletters. Parent notices (via flyers, call outs or e-mail) are regularly distributed to promote all events held at Kumeyaay Elementary. Additionally, a telephone/e-mail communication system is utilized to regularly deliver messages and reminders to parents.

All parents are encouraged to join the Kumeyaay Foundation. All parents are welcome and invited to participate in monthly Foundation meetings. The Foundation provides regular opportunities for parent volunteering, as well as social support and fellowship.

The school administrator and teachers are available to parents for informal meetings to discuss concerns or receive suggestions and recommendations. Parent concerns that are related to the SSC/Governance Team will be presented for further discussion and/or decision.

The Research and Reporting Office and the Testing unit notifies parents annually of individual student assessment results. An explanation of the information is available in several languages on the district and state websites.

The community of Kumeyaay Elementary welcomes and appreciates parent involvement, believing that parent support is critical to student success at school.

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District

Kumeyaay Elementary

HOME/SCHOOL COMPACT

Kumeyaay Elementary and the parents of the students participating in activities, services, and programs at Kumeyaay Elementary agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during the current school year.

School Responsibilities

Kumeyaay Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to work to the best of their abilities to meet and/or exceed California's student academic achievement standards as follows:

- Standards-Based lesson development
- Formal and Informal Single Plan for Student Achievement (SPSA) Goals
- Inquiry methods/strategies to develop critical thinking across the curriculum areas
- RTI (Response to Intervention) support including math support funded by the district

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- Conferences are held in the Fall and Spring as needed or by parent request, and by appointment during the year.
- Student Study Teams are conducted as needed on an ongoing basis.
- Individual Education Plan (IEP) meetings are conducted in compliance with the law.
- 504 Plans are reviewed on an ongoing basis.

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

- Three report cards are issued during the school year.
- Classroom formative and/or summative assessments in the areas of Literacy, Math and Science results will be provided for parents to review at conferences or by request.
- Teachers may send home additional progress reports at a parent's request or according to that teacher's policy.
- Teachers will provide at least monthly communication of academic topics.

4. Provide parents reasonable access to staff.

- Each staff member will use and maintain their district e-mail account.
- Each staff member will be available to meet with parents at a mutually agreed upon time.

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

- Parents may volunteer by contacting their child's teacher, the Kumeyaay Foundation or the front office.
- Parents are welcome to observe classroom instruction. We ask your kind consideration in making arrangements with 24 hours advanced notice prior to observing classroom instruction unless otherwise arranged by mutual agreement with the teacher. Observations may be limited to 30 minutes with the principal present.

Student Responsibilities

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

- Making education my first priority.
- Arriving on time and ready to learn.
- Respecting myself, school property, and others.
- Completing my homework as assigned and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time.
- Giving to my parents/guardian all notices and information received from school.
- Following the Kumeyaay Code

Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

Parent Responsibilities

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

- Making sure my child attends school every day, on time (unless ill).
- Making sure that homework is completed.
- Maintaining a rapport with my child(ren)'s teacher(s).
- Establishing contact with child's teachers, counselor and/or appropriate school staff regarding academic progress, questions and/or concerns.
- Promoting positive use of my child's extracurricular time.
- Volunteering in my child's classroom, when possible.
- Reading and responding, as necessary, to all communications from the school.
- Serving on school committees when possible.
- Attending parent conferences.
- Working together with the school staff to foster a community spirit.

PLEASE NOTE: SIGNATURES ARE NOT REQUIRED.

Revised, April 2018

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
- CSPA 2018-2019

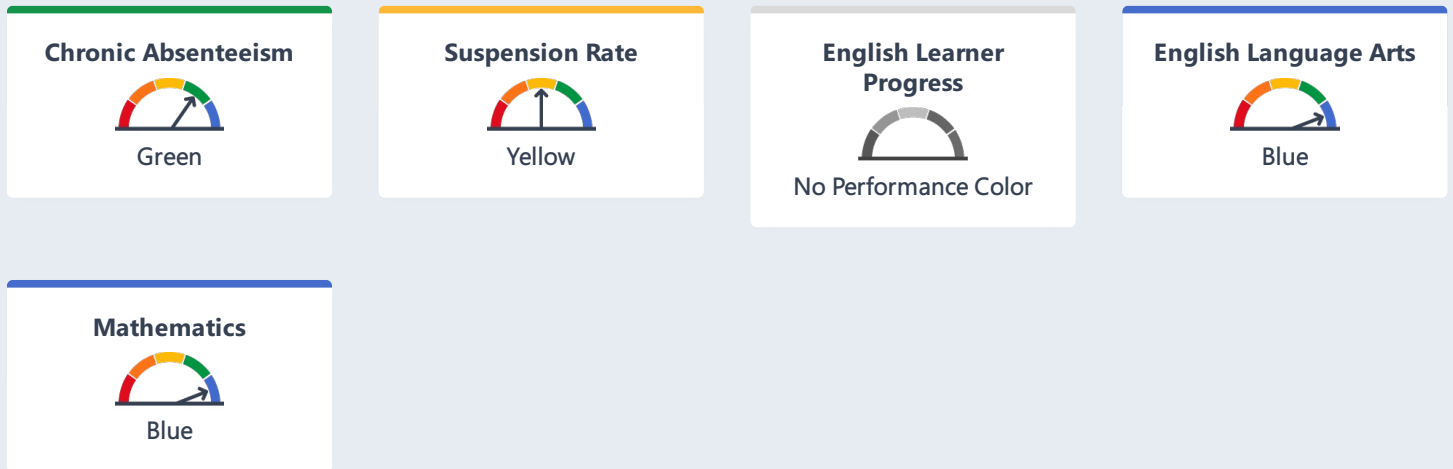
Reclassification data results can be requested from the school site.

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

Kumeyaay Elementary

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



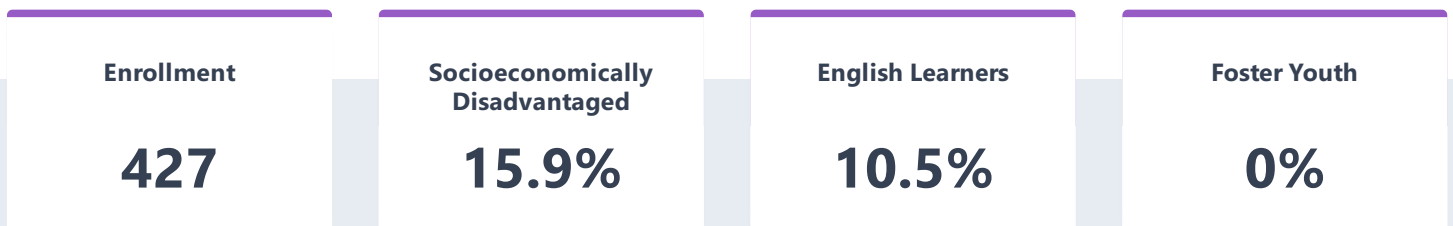
School Details

NAME Kumeyaay Elementary	ADDRESS 6475 Antigua Boulevard San Diego, CA 92124-4031	WEBSITE N/A	GRADES SERVED K-5
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KUMEYAAY ELEMENTARY

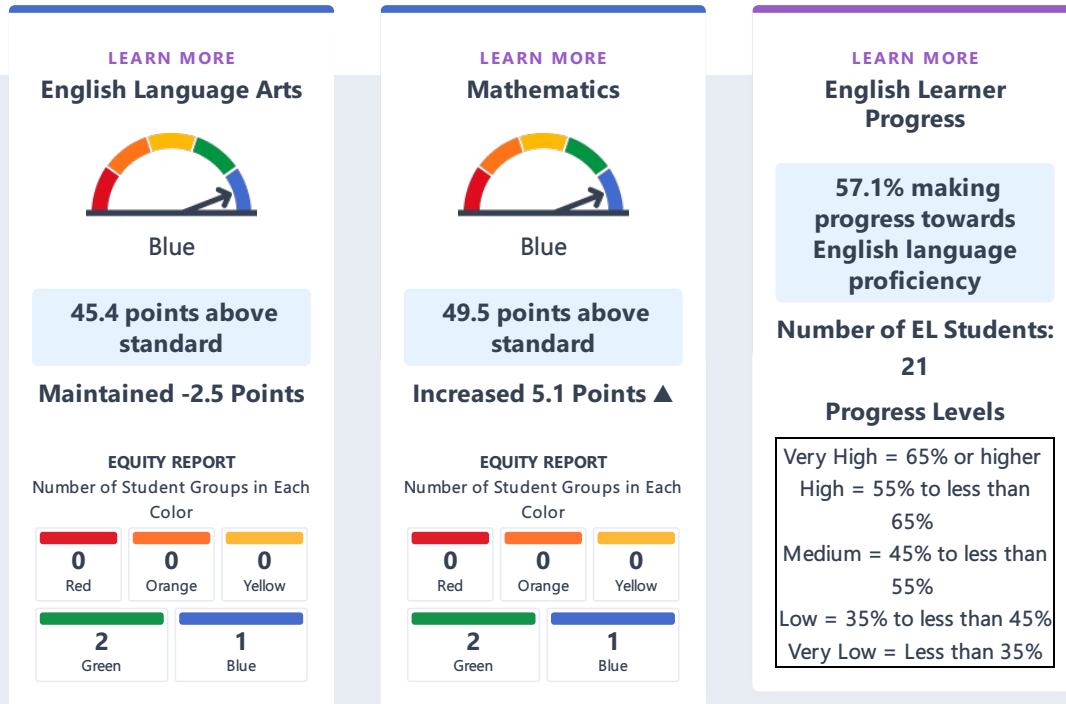
Student Population

Explore information about this school's student population.



Academic Performance

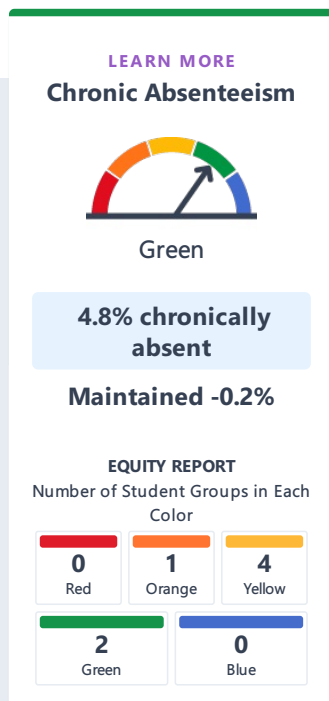
View Student Assessment Results and other aspects of school performance.



KUMEYAAY 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



Yellow

1.1% suspended at least once

Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	2 Orange	1 Yellow
1 Green	2 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



Blue

45.4 points above standard

Maintained -2.5 Points

Number of Students: 172

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged



Blue

White



No Performance Color

African American

Asian

English Learners

Filipino

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

33.9 points above standard

Declined 3.9 Points ▼

Number of Students: 23

English Learners



No Performance Color

18.7 points above standard

Maintained 0.2 Points

Number of Students: 30

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

61.2 points above standard

Increased 5.2 Points ▲

Number of Students: 25

Students with Disabilities



No Performance Color

31.5 points below standard

Increased 27.4 Points ▲

Number of Students: 23

Hispanic



Green

26.5 points above standard

Declined 3.2 Points ▼

Number of Students: 37

Socioeconomically Disadvantaged



Green

13.7 points above standard

Maintained -2.5 Points

Number of Students: 34

White



Blue

51.7 points above standard

Maintained -0.7 Points

Number of Students: 76

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	42.4 points above standard	48 points above standard	45.4 points above 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

48.2 points below standard

Declined 16.2 Points ▼

Number of Students: 15

Reclassified English Learners

85.7 points above standard

Increased 8.2 Points ▲

Number of Students: 15

English Only

49.2 points above standard

Maintained -1.5 Points

Number of Students: 128

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



Blue

49.5 points above standard

Increased 5.1 Points ▲

Number of Students: 173

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged



Blue

White



No Performance Color

African American

Asian

English Learners

Filipino

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

52.3 points above standard

Declined 13.2 Points ▼

Number of Students: 23

English Learners



No Performance Color

37.5 points above standard

Increased 8.7 Points ▲

Number of Students: 30

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

65.3 points above standard

Increased 10.9 Points ▲

Number of Students: 25

Students with Disabilities



No Performance Color

9 points below standard

Increased 23.7 Points ▲

Number of Students: 23

Hispanic



Green

15.7 points above standard

Declined 3.6 Points ▼

Number of Students: 38

Socioeconomically Disadvantaged



Green

26.9 points above standard

Maintained 0.1 Points

Number of Students: 34

White



Blue

58.1 points above standard

Increased 14.2 Points ▲

Number of Students: 76

Distance From Standard (Mathematics)

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	37.2 points above standard	44.4 points above standard	49.5 points above 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

7.5 points below standard

Maintained -0.2 Points

Number of Students: 15

Reclassified English Learners

82.6 points above standard

Increased 11.7 Points ▲

Number of Students: 15

English Only

49.7 points above standard

Increased 5.4 Points ▲

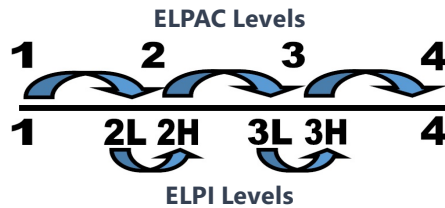
Number of Students: 129

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

57.1% making progress towards English language proficiency

Number of EL Students: 21

Performance Level

High

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	14.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	28.5%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	57.1%

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



Green

4.8% chronically absent

Maintained -0.2%

Number of Students: 437

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Two or More Races



Yellow

Asian

Students with Disabilities

English Learners

Socioeconomically Disadvantaged



Green

Hispanic

White



Blue

No Students



No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American



No Performance Color

15.4% chronically absent

Increased 15.4% ▲

Number of Students: 13

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



Orange

5.3% chronically absent

Increased 2.2% ▲

Number of Students: 75

Asian



Yellow

3.8% chronically absent

Increased 1.9% ▲

Number of Students: 52

Students with Disabilities



Yellow

13.8% chronically absent

Declined 5.1% ▼

Number of Students: 65

English Learners



Yellow

4.3% chronically absent

Increased 4.3% ▲

Number of Students: 47

Socioeconomically Disadvantaged



Yellow

11.4% chronically absent

Declined 1% ▼

Number of Students: 79

Hispanic



Green

5.4% chronically absent

Declined 2.6% ▼

Number of Students: 92

White



Green

4.1% chronically absent

Declined 1.6% ▼

Number of Students: 194

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



Yellow

1.1% suspended at least once

Maintained 0.2%

Number of Students: 443

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

Students with Disabilities



Orange

Asian
English Learners



Yellow

Socioeconomically Disadvantaged



Green

White



Blue

Hispanic
Two or More Races



No Performance Color

African American
Filipino
Foster Youth
Pacific Islander



African American



No Performance Color

7.7% suspended at least once

Maintained 0%

Number of Students: 13

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



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



Red

6.1% suspended at least once

Increased 2.7% ▲

Number of Students: 66

Asian



Orange

3.8% suspended at least once

Increased 3.8% ▲

Number of Students: 52

English Learners



Orange

4.1% suspended at least once

Increased 4.1% ▲

Number of Students: 49

Socioeconomically Disadvantaged



Yellow

2.5% suspended at least once

Maintained 0.2%

Number of Students: 81

White



Green

1% suspended at least once

Declined 0.4% ▼

Number of Students: 198

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 93

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 76



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kumeyaay
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	64.3	227	70.0	206	72.8	185	71.9	172	76.2	11.9	4.3	207	58.5	227	63.9	207	73.9	185	73.0	173	76.3	17.8	3.3
Female	104	72.1	121	72.7	93	83.9	89	80.9	74	83.8	11.7	2.9	103	64.1	120	61.7	94	74.5	89	74.2	74	74.3	10.2	0.1
Male	106	56.6	106	67.0	113	63.7	96	63.5	98	70.4	13.8	6.9	104	52.9	107	66.4	113	73.5	96	71.9	99	77.8	24.9	5.9
African American	7	-	9	36.4	6	-	6	-	7	-	-	-	6	-	9	-	6	-	6	-	7	-	-	-
Asian**	2	-	3	100.0	6	-	5	-	22	68.2	-	-	2	-	3	-	6	-	5	-	22	77.3	-	-
Filipino	5	-	6	70.0	2	-	3	-	3	-	-	-	5	-	6	-	2	-	3	-	3	-	-	-
Hispanic	48	54.2	47	55.3	41	58.5	38	65.8	36	66.7	12.5	0.9	48	43.8	47	46.8	41	58.5	38	57.9	37	56.8	13.0	-1.1
Indochinese**	12	66.7	9	33.3	10	60.0	10	80.0	-	-	-	-	11	72.7	9	-	10	70.0	10	100.0	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	47.6	2	-	2	-	0	-	-	-	1	-	2	-	2	-	2	-	0	-	-	-
White	99	68.7	113	72.6	106	78.3	89	74.2	77	79.2	10.5	5.0	98	66.3	112	69.6	107	77.6	89	73.0	77	81.8	15.5	8.8
Multiracial	36	66.7	38	68.4	33	75.8	32	71.9	27	85.2	18.5	13.3	36	55.6	39	69.2	33	81.8	32	75.0	27	81.5	25.9	6.5
English Learner	13	38.5	8	4.2	9	-	15	33.3	15	26.7	-11.8	-6.6	12	33.3	8	-	9	-	15	53.3	15	26.7	-6.6	-26.6
English-Speaking	197	66.0	219	70.3	197	75.6	170	75.3	157	80.9	14.9	5.6	195	60.0	219	64.4	198	76.3	170	74.7	158	81.0	21.0	6.3
Reclassified†	13	69.2	13	84.6	18	72.2	12	91.7	15	100.0	30.8	8.3	14	71.4	13	76.9	18	77.8	12	83.3	15	86.7	15.3	3.4
Initially Eng. Speaking	184	65.8	206	69.4	179	76.0	158	74.1	142	78.9	13.1	4.8	181	59.1	206	63.6	180	76.1	158	74.1	143	80.4	21.3	6.3
Econ. Disadv.*	39	46.2	44	56.8	38	57.9	39	56.4	36	61.1	14.9	4.7	39	28.2	42	47.6	38	52.6	39	64.1	36	69.4	41.2	5.3
Non-Econ. Disadv.	171	68.4	183	73.2	168	76.2	146	76.0	136	80.1	11.7	4.1	168	65.5	185	67.6	169	78.7	146	75.3	137	78.1	12.6	2.8
Gifted	91	85.7	79	87.3	69	91.3	36	80.6	32	96.9	11.2	16.3	88	80.7	79	81.0	69	88.4	36	88.9	32	100.0	19.3	11.1
Not Gifted	119	47.9	148	60.8	137	63.5	149	69.8	140	71.4	23.5	1.6	119	42.0	148	54.7	138	66.7	149	69.1	141	70.9	28.9	1.8
With Disabilities	25	24.0	21	42.9	17	35.3	14	14.3	21	28.6	4.6	14.3	25	20.0	20	35.0	17	35.3	14	42.9	21	47.6	27.6	4.7
WO Disabilities	185	69.7	206	72.8	189	76.2	171	76.6	151	82.8	13.1	6.2	182	63.7	207	66.7	190	77.4	171	75.4	152	80.3	16.6	4.9
Homeless	0	-	0	21.1	2	-	1	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	34	44.1	38	60.5	31	61.3	23	65.2	16	81.3	37.2	16.1	33	39.4	40	42.5	31	54.8	23	65.2	16	75.0	35.6	9.8

* 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
Kumeyaay
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	75	64.0	93	77.4	53	75.5	58	56.9	69	71.0	7.0	14.1	74	60.8	93	73.1	53	79.2	58	65.5	69	75.4	14.6	9.9
Female	35	68.6	55	78.2	17	88.2	27	70.4	33	81.8	13.2	11.4	35	65.7	55	69.1	17	82.4	27	77.8	33	75.8	10.1	-2.0
Male	40	60.0	38	76.3	36	69.4	31	45.2	36	61.1	1.1	15.9	39	56.4	38	78.9	36	77.8	31	54.8	36	75.0	18.6	20.2
African American	4	-	5	36.4	1	-	2	-	2	-	-	-	4	-	5	-	1	-	2	-	2	-	-	-
Asian**	0	-	2	100.0	3	-	2	-	9	-	-	-	0	-	2	-	3	-	2	-	9	-	-	-
Filipino	0	-	1	70.0	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
Hispanic	18	55.6	9	55.3	11	63.6	16	62.5	12	58.3	2.7	-4.2	18	50.0	9	-	11	72.7	16	56.3	12	58.3	8.3	2.0
Indochinese**	2	-	3	33.3	4	-	5	-	-	-	-	-	2	-	3	-	4	-	5	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	47.6	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
White	34	67.6	56	80.4	27	77.8	21	61.9	35	77.1	9.5	15.2	33	66.7	56	75.0	27	77.8	21	71.4	35	82.9	16.2	11.5
Multiracial	16	75.0	15	66.7	6	-	12	41.7	10	80.0	5.0	38.3	16	68.8	15	80.0	6	-	12	58.3	10	80.0	11.2	21.7
English Learner	7	-	2	4.2	3	-	12	33.3	4	-	-	-	7	-	2	-	3	-	12	50.0	4	-	-	-
English-Speaking	68	66.2	91	78.0	50	78.0	46	63.0	65	75.4	9.2	12.4	67	64.2	91	73.6	50	82.0	46	69.6	65	80.0	15.8	10.4
Reclassified†	2	-	5	84.6	4	-	3	-	4	-	-	-	2	-	5	-	4	-	3	-	4	-	-	-
Initially Eng. Speaking	66	65.2	86	79.1	46	76.1	43	60.5	61	73.8	8.6	13.3	65	63.1	86	74.4	46	80.4	43	67.4	61	78.7	15.6	11.3
Econ. Disadv.*	15	53.3	11	63.6	12	58.3	17	47.1	14	57.1	3.8	10.0	15	40.0	11	72.7	12	58.3	17	47.1	14	71.4	31.4	24.3
Non-Econ. Disadv.	60	66.7	82	79.3	41	80.5	41	61.0	55	74.5	7.8	13.5	59	66.1	82	73.2	41	85.4	41	73.2	55	76.4	10.3	3.2
Gifted	30	83.3	28	89.3	12	100.0	10	60.0	15	100.0	16.7	40.0	29	89.7	28	85.7	12	91.7	10	100.0	15	100.0	10.3	0.0
Not Gifted	45	51.1	65	72.3	41	68.3	48	56.3	54	63.0	11.9	6.7	45	42.2	65	67.7	41	75.6	48	58.3	54	68.5	26.3	10.2
With Disabilities	11	27.3	3	42.9	17	35.3	6	-	7	-	-	-	11	18.2	3	-	17	35.3	6	-	7	-	-	-
WO Disabilities	64	70.3	90	77.8	50	80.0	52	61.5	62	75.8	5.5	14.3	63	68.3	90	73.3	50	84.0	52	69.2	62	77.4	9.1	8.2
Homeless	0	-	0	21.1	1	-	1	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	13	46.2	15	73.3	4	-	9	-	6	-	-	-	12	58.3	15	66.7	4	-	9	-	6	-	-	-

* 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
Kumeyaay
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	76	56.6	67	64.2	83	74.7	49	73.5	60	75.0	18.4	1.5	77	55.8	68	66.2	83	86.7	49	79.6	60	68.3	12.5	-11.3
Female	39	64.1	30	66.7	46	84.8	17	82.4	26	84.6	20.5	2.2	40	62.5	31	58.1	46	84.8	17	70.6	26	69.2	6.7	-1.4
Male	37	48.6	37	62.2	37	62.2	32	68.8	34	67.6	19.0	-1.2	37	48.6	37	73.0	37	89.2	32	84.4	34	67.6	19.0	-16.8
African American	2	-	2	36.4	3	-	2	-	3	-	-	-	2	-	2	-	3	-	2	-	3	-	-	-
Asian**	0	-	0	100.0	2	-	3	-	8	-	-	-	0	-	0	-	2	-	3	-	8	-	-	-
Filipino	3	-	1	70.0	1	-	1	-	0	-	-	-	3	-	1	-	1	-	1	-	0	-	-	-
Hispanic	21	52.4	22	50.0	11	63.6	11	72.7	16	75.0	22.6	2.3	21	38.1	22	54.5	11	72.7	11	63.6	16	56.3	18.2	-7.3
Indochinese**	3	-	3	33.3	3	-	3	-	-	-	-	-	3	-	3	-	3	-	-	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
White	34	52.9	28	67.9	47	76.6	22	68.2	22	68.2	15.3	0.0	35	62.9	28	78.6	47	87.2	22	77.3	22	68.2	5.3	-9.1
Multiracial	13	61.5	11	72.7	14	85.7	7	-	11	90.9	29.4	-	13	53.8	12	75.0	14	92.9	7	-	11	72.7	18.9	-
English Learner	4	-	5	4.2	1	-	3	-	8	-	-	-	4	-	5	-	1	-	3	-	8	-	-	-
English-Speaking	72	56.9	62	64.5	82	75.6	46	76.1	52	78.8	21.9	2.7	73	56.2	63	68.3	82	86.6	46	80.4	52	75.0	18.8	-5.4
Reclassified†	3	-	3	84.6	6	-	4	-	6	-	-	-	4	-	3	-	6	-	4	-	6	-	-	-
Initially Eng. Speaking	69	56.5	59	62.7	76	78.9	42	73.8	46	76.1	19.6	2.3	69	55.1	60	66.7	76	85.5	42	78.6	46	73.9	18.8	-4.7
Econ. Disadv.*	17	35.3	18	66.7	11	54.5	11	63.6	13	61.5	26.2	-2.1	17	17.6	18	55.6	11	81.8	11	81.8	13	53.8	36.2	-28.0
Non-Econ. Disadv.	59	62.7	49	63.3	72	77.8	38	76.3	47	78.7	16.0	2.4	60	66.7	50	70.0	72	87.5	38	78.9	47	72.3	5.6	-6.6
Gifted	26	88.5	26	84.6	26	84.6	7	-	10	90.0	1.5	-	26	84.6	26	88.5	26	96.2	7	-	10	100.0	15.4	-
Not Gifted	50	40.0	41	51.2	57	70.2	42	71.4	50	72.0	32.0	0.6	51	41.2	42	52.4	57	82.5	42	78.6	50	62.0	20.8	-16.6
With Disabilities	9	-	9	42.9	4	-	14	14.3	11	36.4	-	22.1	9	-	9	-	4	-	3	-	11	36.4	-	-
WO Disabilities	67	62.7	58	67.2	79	75.9	46	78.3	49	83.7	21.0	5.4	68	60.3	59	71.2	79	87.3	46	80.4	49	75.5	15.2	-4.9
Homeless	0	-	0	21.1	2	-	1	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	14	42.9	12	50.0	14	64.3	3	-	10	90.0	47.1	-	14	35.7	13	38.5	14	71.4	3	-	10	70.0	34.3	-

* 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
Kumeyaay
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	59	74.6	67	65.7	70	68.6	78	82.1	43	86.0	11.4	3.9	56	58.9	66	48.5	71	54.9	78	74.4	44	88.6	29.7	14.2
Female	30	86.7	36	69.4	30	80.0	45	86.7	15	86.7	0.0	0.0	28	64.3	34	52.9	31	54.8	45	73.3	15	80.0	15.7	6.7
Male	29	62.1	31	61.3	40	60.0	33	75.8	28	85.7	23.6	9.9	28	53.6	32	43.8	40	55.0	33	75.8	29	93.1	39.5	17.3
African American	1	-	2	36.4	2	-	2	-	2	-	-	-	0	-	2	-	2	-	2	-	2	-	-	-
Asian**	2	-	1	100.0	1	-	0	-	5	-	-	-	2	-	1	-	1	-	0	-	5	-	-	-
Filipino	2	-	4	70.0	0	-	2	-	2	-	-	-	2	-	4	-	0	-	2	-	2	-	-	-
Hispanic	9	-	16	56.3	19	52.6	11	63.6	8	-	-	-	9	-	16	31.3	19	42.1	11	54.5	9	-	-	-
Indochinese**	7	-	3	33.3	3	-	2	-	-	-	-	-	6	-	3	-	3	-	2	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	2	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
White	31	87.1	29	62.1	32	81.3	46	82.6	20	95.0	7.9	12.4	30	70.0	28	50.0	33	63.6	46	71.7	20	95.0	25.0	23.3
Multiracial	7	-	12	66.7	13	61.5	13	92.3	6	-	-	-	7	-	12	50.0	13	61.5	13	84.6	6	-	-	-
English Learner	2	-	1	4.2	5	-	0	-	3	-	-	-	1	-	1	-	5	-	0	-	3	-	-	-
English-Speaking	57	77.2	66	65.2	65	73.8	78	82.1	40	92.5	15.3	10.4	55	60.0	65	47.7	66	59.1	78	74.4	41	90.2	30.2	15.8
Reclassified†	8	-	5	84.6	8	-	5	-	5	-	-	-	8	-	5	-	8	-	5	-	5	-	-	-
Initially Eng. Speaking	49	79.6	61	62.3	57	71.9	73	82.2	35	91.4	11.8	9.2	47	59.6	60	45.0	58	60.3	73	75.3	36	91.7	32.1	16.4
Econ. Disadv.*	7	-	15	40.0	15	60.0	11	63.6	9	-	-	-	7	-	13	15.4	15	26.7	11	72.7	9	-	-	-
Non-Econ. Disadv.	52	76.9	52	73.1	55	70.9	67	85.1	34	91.2	14.3	6.1	49	63.3	53	56.6	56	62.5	67	74.6	35	88.6	25.3	14.0
Gifted	35	85.7	25	88.0	31	93.5	19	89.5	7	-	-	-	33	69.7	25	68.0	31	80.6	19	84.2	7	-	-	-
Not Gifted	24	58.3	42	52.4	39	48.7	59	79.7	36	83.3	25.0	3.6	23	43.5	41	36.6	40	35.0	59	71.2	37	86.5	43.0	15.3
With Disabilities	5	-	9	42.9	10	40.0	5	-	21	28.6	-	-	5	-	8	-	10	30.0	5	-	3	-	-	-
WO Disabilities	54	77.8	58	70.7	60	73.3	73	86.3	40	92.5	14.7	6.2	51	62.7	58	51.7	61	59.0	73	76.7	41	90.2	27.5	13.5
Homeless	0	-	0	21.1	2	-	1	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	11	54.5	13	53.8	11	81.8	0	-	-	-	7	-	12	16.7	13	30.8	11	72.7	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.

APPENDIX E

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

SCHOOL NAME: KUMEYAAY ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2020-2021

Goal 1 - Safe, Collaborative and Inclusive Culture

Professional Learning

***Strategy/Activity - Description**

To reduce our suspension rate and to the benefit of all students, teachers will be provided with training to support students who have social and emotional needs. Training will include research from professional books, professional development, and student materials with support from our Behavioral Support Resources Department and school counselor.

***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		\$8,617.05	09800-1192	These funds will provide visiting teachers for teacher training during instructional minutes during in-person learning.	Professional development has focused upon the environment and psychological state that best contributes to learning, with SWDs and ELS as our focus groups.	Training for teachers specifically around students with social and emotional needs has been limited. However, the professional development provided benefits all students. Training for individual students provided by SDUSD has also taken place and has	Provide specific training regarding trauma informed care and social emotional learning.

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						been very beneficial	
Supplies		\$5,067.00	09800-4301	These funds will be used to provide materials for professional development and student materials necessary to assist with social and emotional learning during online and in-person learning.	Purchasing supplies has not yet been necessary to reach this goal.		Guide conversations with teachers about what materials are necessary to teach students about appropriate ways to express emotions and help one another.

Note/Reminders (optional):

Strategic Support

***Strategy/Activity – Description**

To reduce our suspension rate and to the benefit of all students, PLC time will be provided during instructional minutes to discuss and create plans of intervention for positive and appropriate student behaviors. Our school counselor and military life family counselor will create student groups to reinforce positive behavior and teach students proper social skills and emotional regulation.

***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	--	--	09800-1192	Funds for visiting teachers will be used during	Our PLCs have focused upon root causes for student suspension, with	We would like additional follow through to ensure positive behavior	We will create a plan of communication, so our counselors are

Kumeyaay Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				instructional time to allow teachers to attend training during in-person learning.	individual students at the forefront of our discussions. Our suspension rates have dropped this year.	continues.	aware of classroom behavior and the needs of our social, emotional learners.
Supplies	--	--	09800-4301	Funds will be used to purchase professional development resources and student resources to support with social and emotional learning during in-person and online learning.	Supplies have not yet been purchased for this goal.	Professional reading to further our knowledge about social / emotional learners was purchased for teachers.	Guide conversations with teachers about what materials are necessary to teach students about appropriate ways to express emotions and help one another. Use the purchased materials to improve our teaching and system practices.

Note/Reminders (optional):

Goal 2 – English Language Arts

Professional Learning

***Strategy/Activity – Description**

These new percentage goals were based upon CAASPP results for the selected subgroups. To assist with the increase of achievement by students in these subgroups, teachers will be provided with professional development during instructional time in the area of co-teaching, student centered coaching, addressing the needs of students in our special education programs, creating lessons that implement strategies and scaffolds for students who are learning English, and Designated English Language Development. Visiting teachers will be funded to provide these supports, and classroom resources and materials will be purchased in the best interest of these subgroups, according to student and teacher needs.

***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	--	--	09800-1192	Funding will be used for visiting teachers to release classroom teachers for professional development and PLC collaboration meetings during in person learning.	Selected teachers were provided with student centered coaching to serve all students and our focus students, SWDs and Els. Professional development has been provided for dELD.	Professional development for co-teaching has not yet been formalized. However, those who are modeling co-teaching for our site have had co-teaching experience.	Additional training provided around co-teaching to create classroom models for our site.
Supplies	--	--	09800-4301	Funding will be used to purchase the classroom materials and supplies necessary	Books were (will be) purchased to assist students in need of extra support to access the content of the	Additional funding has not yet been spent toward this goal.	Funds will be spent for appropriate supplies based upon what is necessary for online and in-person learning for

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				to assist teachers in supporting the achievement of students in these subgroups.	curriculum, as well as grade level standard skills.	student growth, based upon assessments.
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Note/Reminders (optional):

Strategic Support

***Strategy/Activity – Description**

Funding will be used to release teachers during instructional time to meet in grade level PLCs. During this time, teachers will analyze formal and informal assessment data to make informed decisions about lesson planning and strategies implemented within their lessons to support these subgroups and all students. Instructional materials may also be purchased to support students in these subgroups.

***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	--	--	09800-1192	Funding will be used for visiting teachers to release classroom teachers for training, professional development, and collaboration meetings in the best interest of all students and the subgroups mentioned	Our PLCs are instrumental for discussion of strategies to teach students in need of extra support and meaningful planning based upon assessments. All students have benefited from purposeful and differentiated instruction.	Many PLCs are scheduled simultaneously, which hinders administration from meeting for an extended amount of time with all grade levels.	Creatively plan PLCs to ensure that administration has a significant amount of time to meet with all grade levels.

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	09800-4301	Funding will be used to purchase additional classroom materials and supplies necessary to support student achievement.	Books were (will be) purchased to assist students in need of extra support to access the content of the curriculum, as well as grade level standard skills.	Materials must be purchased quickly to benefit students as certain lessons are being taught.	Urgently order materials by teacher request.
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Note/Reminders (optional):

Goal 3 – Mathematics

Professional Learning / Strategic Support

***Strategy/Activity – Description**

These new percentage goals were based upon CAASPP results for the selected subgroups. To assist with the increase of achievement by students in these subgroups, teachers will be provided with professional development during instructional time in the area of math to address the needs of students in our special education programs, and create lessons that implement strategies and scaffolds for students who are learning English. Visiting teachers will be funded to provide these supports, and classroom resources and materials will be purchased in the best interest of these subgroups, according to student and teacher needs. Materials and supplies may be purchased to support students in these subgroups for further achievement in the area of math.

***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	--	--	09800-1192	Funds for visiting teachers will be used to release teachers during instructional time for training and collaboration.	Teachers have been provided release time for individual training provided through the District, which has benefitted all students.	Teachers have shared their new learning with their grade level PLCs. Opportunities for new learning will be made available for these teachers to share their new learning with all teaching staff.	Teachers who attend training will be provided the opportunity to share their new learning with staff.
Supplies	--	--	09800-4301	Funding for additional supplies to support students in our subgroups toward further achievement in	Additional math supplies have been (will be) purchased for differentiated instruction in math.	There is a limited amount of classroom time in math for differentiated instruction at several math levels.	Work with PLCs to creatively plan classroom scheduled which comfortably incorporate time for differentiated

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				math will be used according to student need.		Differentiated instruction is currently taking place for online learning, based upon student need and assessments.	instruction in math.
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Note/Reminders (optional):

Goal 4- English Learners

Professional Learning

***Strategy/Activity – Description**

To increase student achievement in this area, teachers will be provided with professional development in Integrated ELD and Designated ELD. Follow-up classroom observations will take place to ensure the implementation of these teaching strategies within small group and whole group 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	--	--	09800-1192	Funding will be used to provide visiting teachers during instructional time to release teachers for professional development training and PLC time for collaboration.	Professional development has been provided in the area of Integrated and Designated ELD. This PD was well received and provided strategies for teachers to successfully support these students.	Opportunities for classroom support, such as modeled lessons and planning with a resource teacher, need to be used more frequently.	School-wide observations of Els to determine overall needs and establish urgency, continued classroom observations, EL assessment data, establish teacher rapport with the resource teacher.

Note/Reminders (optional):

Strategic Support

***Strategy/Activity – Description**

Teachers will be provided with the necessary classroom materials and supplies to support Els, along with research based texts that assist with understanding specific strategies used to teach English Language Learners.

***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.

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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	Funding will be provided to teachers for classroom and online materials and supplies to support ELD instruction as well as research texts to better understand strategies to teach English Language Learners.	We are conducting classroom / Zoom observations to gather school-wide data to determine the best possible materials and/or supplies to purchase to support our ELs.	Thus far, this strategy is working. We will monitor progress by use of these materials to further understand the benefit of these supplies for students in our sub-groups.	Determine a systematic monitoring program to ensure the purchased supplies directly and positively impact student learning

Note/Reminders (optional):

Goal 5 – Students with Disabilities

Professional Learning / Strategic Support

***Strategy/Activity – Description**

Our para-educators will participate in District provided professional developments to further support our students with disabilities. Our case managers will continue to collaborate with our general education teachers to ensure alignment and support of classroom lessons, achievement toward IEP goals, and foundational skills to meet grade level standards. Our fourth and fifth grade teachers are being guided through our District provided Student Centered Coaching Cycles in the area of Literacy, along with our Education Specialist, to support this subgroup and provide coaching for teachers and co-teaching strategies. Funding for materials and supplies to enhance student learning will be provided as necessary. Teachers will also be provided with additional PLC time during instructional minutes to collaborate and discuss supports necessary for our students with disabilities, based upon formal and informal assessments.

***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	--	--	09800-1192	Funding will be provided to release teachers to collaborate and plan specifically to support our students with disabilities in PLCs and to plan for co-teaching.	Funding has been provided for VTs to release general education teachers and non-classroom special education teachers to plan and co-teach a lesson. These lessons will be used as a model for other teachers.	We have not yet provided school-wide co-teaching professional development. This has been provided for individual teachers only.	Professional development will be provided for all teachers, either by the school site or through District training.
Supplies	--	--	09800-4301	Funding will be provided for necessary materials and	Materials were purchased throughout the school year to help support student	Some materials were not purchased quickly enough to assist with certain lessons.	Materials will be requested and purchased with urgency.

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				supplies to enhance student learning in this subgroup, as necessary.	understanding of foundational and grade level content.		
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Note/Reminders (optional):

Goal 6 – Family Engagement

Strategic Support

***Strategy/Activity – Description**

To increase parent participation, extensive advertising of our SSC and SGT meetings will take place through parent emails, Peach Jar flyers, and announcements at Tribal Meetings. In addition, a welcoming environment will be created to encourage all parents to attend. Convenient days and times for parents will also be considered when scheduling these meetings, to increase parent attendance.

***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	Funds will be used to purchase supplies for coffee and snacks to parents who attend committee meetings and our parent learning opportunities.	It is encouraging to know these funds are available for parent involvement. SSC and SGT have been advertised and parent involvement has increased.	Opportunities for additional advertising is available for increased parent involvement. It is imperative that all sources are used.	Use all sources to advertise opportunities to be involved in SSC and SGT, along with available funds for parent comfort.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Professional Learning

***Strategy/Activity – Description**

Our fourth and fifth grade teachers will be guided through our District’s Student Centered Coaching Cycles, which focuses upon increased achievement of students in our subgroups. These teachers, in-turn, will provide information and training about this process to all other classroom teachers. Teachers then will be provided the opportunity to plan according to assessments for individual student needs, as specific supports are embedded within lessons and Tier I and Tier II instruction to support students in our subgroups and all students. Visiting teachers will also be funded to provide PLC time, so teachers may plan lessons accordingly. If necessary, materials and supplies to support English Language Learners and students with disabilities will be purchased.

***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	--	--	09800-1192	Visiting teachers will be funded for PLC and planning time, as well as any training necessary to accomplish this goal during in-person learning.	Specific teachers with high numbers of students in our subgroups were selected for Coaching Cycles. Learning through these cycles has been presented to all teachers through professional development. Meaningful assessments have been provided to focus students, and they are making	This work is also being supported by our Ed. Specialist. Additional planning time is necessary to extend this learning into co-teaching.	Additional planning time for co-teaching will be provided to ensure that our subgroups are making progress through differentiated instruction designed to meet their needs and IEP goals.

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					progress. Funding for visiting teachers has been provided for planning.		
Supplies	--	--	09800-4301	Materials and supplies will be purchased specifically to support our subgroups, as needed.	Books were (will be) purchased throughout the school year to help support student understanding of foundational and grade level content.	Some materials were not purchased quickly enough to assist with certain lessons.	Materials will be requested and purchased with urgency.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?