

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **KIMBROUGH ELEMENTARY** SCHOOL

2022-23

37-68338-6114292

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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

Principal: Baeza, Hernan

Contact Person: Baeza, Hernan

Position: Principal

Telephone Number: 619/362-4400;

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

E-mail Address: hbaeza@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Kimbrough Elementary PHONE:619-362-4400 FAX:619-362-4449

SITE CONTACT PERSON: Hernan Baeza E-MAIL ADDRESS:hbaeza@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | | |
|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: 9-23-22 |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: 9-26-22 and 9-27-22 |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: **9-27-22**

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

Hernan Baeza
Type/Print Name of School Principal

Luz Gonzalez
Type/Print Name of SSC Chairperson

Maritoni Sistoso
Type/Print Name of ELAC Representative

Mitzi Merino
Type/Print Name of Area Superintendent

Hernan Baeza 9-28-22
Signature of School Principal / Date

Luz Gonzalez 9-28-22
Signature of SSC Chairperson / Date

Maritoni Sistoso 09/28/2022
Signature of ELAC Representative / Date

Mitzi Merino 10/7/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School-Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

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

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Kimbrough, our community engaged in a collaboration process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were involved in the 2022-23 budget development process via multiple meeting opportunities to dialogue and solicited input. These include staff meetings, SGT, and SSC/ELAC (rolled into SSC) held throughout the year.

-September 24th, 2021- ELAC/PTO provided feedback on SPSA's

-September 27th, 2021- Staff/SGT/SSC provided feedback on SPSA, evaluation and assessment survey, and reviewed Title I school parent compact and Title I parent & family engagement policy.

-September 28th, 2021- SSC Approved the 21-22 SPSA.

-September 30th, 2021- Title I presentation, school compact, and parent engagement policies were distributed to all families.

-September 23rd, 2022- ELAC/PTO provided feedback on SPSA's

-September 26th, 2022- Staff/SGT/SSC provided feedback on SPSA's, evaluation and assessment survey, and reviewed Title I school compact and Title I parent and family engagement policy.

-September 27th, 2022- SSC Approved the 22-23 SPSA.

-September 28th, 2022- Title I presentation, school compact, and parent engagement policies were distributed to all families.

RESOURCE INEQUITIES

Our test scores continue to show that we need resources in the areas of Language Arts and Math. We will continue to budget Title I monies for Professional Learning Communities (Visiting Teachers) so that classroom teachers continue to analyze student data and plan lesson design and instruction accordingly.

Based on our recent assessments, such as FAST reading, F&P, and DEMI the data shows that various subgroups continue to struggle in the areas of reading and math. The District will be providing us with a reading specialist that will support students in UTK-2nd in literacy. The District will also be providing us with a reading specialist in grades 3-5th. We have also seen that our subgroups of ELs and Special Education students continue to need improvement, and therefore we have also set monies aside to pay for after-school tutoring. We will also be co-funding a math coach that will be working with our 3-5th grade teachers in order to support them in meeting the needs of our students. We also put monies aside to hire an EL assistant that will assess students in ELPAC and support EL students.

The District will also be providing us with two resident visiting teachers that will allow us to hold bi-weekly PLC meetings where we will analyze the data of all of our students including our sub-groups and plan our next steps in meeting their needs in both reading and math.

In analyzing our CHKS survey, we identified a need for our students to have a full-time counselor at school and the District will be providing funding to make sure that she is here 5 days a week. Our counselor will be supporting students in meeting their social-emotional needs. The District will also be providing us with a family engagement resource person that will reach out to families that need extra support and conduct home visits for students that have excessive absences.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Hernan Baeza	Principal
Josefina Castro	Classroom Teacher
Woodlyn Perez	Other School Representative
Eloisa Hernandez	Parent
Alma Hernandez	Parent
Claudia Pena	Parent
Luz Gonzalez	Classroom Teacher
Brianna Welsh	Parent
Leslie Beleche	Classroom Teacher
Mirna Rojas	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

According to 2019 Ca Dashboard and Hoonuit data the only red indicator is in regard to chronic absenteeism. My school counselor and attendance clerk will work together and identify families with a history of chronic absenteeism.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The District allocated a family community liaison that will work with my counselor and attendance clerk in identifying and working to support families with chronic absenteeism.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

***Identified Need**

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

According to Hoonuit (2021-22), Kimbrough had 47% of students in the red for Chronic Absenteeism.

Chronic Absenteeism Rates (subgroups):

Homeless students=28.4%

English Learners=22.2%

Hispanic students= 24.9%

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

According to Hoonuit (2022), Kimbrough's suspension rate is at 0.003% (students were suspended at least one time).

Suspension Rates (subgroups):

English Learners=0%

Hispanic=0%

Students with Disabilities=0%

Socioeconomically Disadvantaged students= 0.003% (Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the 2021-22 California School Parent Survey (CSPS), the average parent involvement rate is at 62% (with the response of "strongly agree" in each of the indicators (see below). 62 parents completed the survey in a student population of 319 students (as of June 2022).

Parent Involvement (indicators):

-School allows promotion of parent involvement=62%

-School encourages me to be an active partner with the school in educating my child=58%

-School actively seeks the input of parents before making important decisions=57%

-Parents feel welcome to participate at this school=54%

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	Pre-K through 3rd	The number of students that are sent to the office for negative behavior will decrease with the SEEP Program (Early Prevention Program for Social and Emotional Needs of Students)	0%	0% of students will be sent up for serious discipline issues.	Other (Describe in Objective)	monthly	
June 2023	TK-5th Grade	Decrease the number of suspensions with the help of the school counselor delivering weekly lessons that meet the socio-emotional needs of all students.	0%	0%	Suspension	monthly	
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Tk-5th Grade	English Learner	decrease the overall chronic absenteeism rate	17.9%	10%	Attendance	monthly
June 2023	Tk-5th Grade	Students with Disabilities	decrease the overall chronic absenteeism rate	57%	40%	Chronic Absenteeism	monthly
June 2023	Tk-5th Grade	Black or African American	decrease the overall chronic absenteeism rate	* Small cohort	10%	Chronic Absenteeism	monthly
Supporting Black Youth - Additional Goals							
<p>✓ 1. Kimbrough's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.</p> <p>✓ 2. The staff diversity goal at Kimbrough is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Kimbrough's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)</p> <p>✓ 3. In the 2022-23 school year, Kimbrough will develop and implement a system to monitor and analyze behavioral referrals, and referrals to receive Special Education services, and to determine if student groups are being disproportionately referred and the appropriate support.</p> <p>✓ 4. Kimbrough will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.</p>							

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- ✓ 5. Kimbrough’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Kimbrough will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Kimbrough will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Student Counseling Support

*Students to be served by this Strategy/Activity

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

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

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

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01621T	School Counselor	-0.60000	\$53,725.80	\$78,504.78	0162-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		As a school that qualifies for LCAP 7 support, the district has provided 0.6 funding out of resource 09805. Site will determine what to fund from the previously encumbered budget for this position.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The school's overall data for the 2017-18 school year indicates 32.9% of 3rd-5th grade students met or exceeded standards in ELA. In the 2021-22 school year, the data indicates 33.3% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a gain of 0.4% in the area of ELA from 2017-18 to 2021-22. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap among students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

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

Resources were allocated to fund the following:

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

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

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The Reading Support Teachers (**RST**) supported classroom teachers with tier 1 and Tier 2 instruction as well as interventions. RST teachers supported and collaborated with teachers to impact teacher effectiveness by providing more differentiated support for students. RSTs also supported teachers in small guided reading groups.

Teachers also identified students that needed extra support and tutored them after school.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

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

***Identified Need - English Language Arts**

The school’s overall data for the 2018-19 school year indicates 32.9% of 3rd-5th grade students met or exceeded standards in ELA. In the 2021-22 school year, the data indicates 33.3% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a gain of 0.4% in the area of ELA from 2019 to 2022. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap among students who are socioeconomically disadvantaged. Over 99% of Kimbrough’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

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

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	will meet or exceed standards	33.3%	40%	CAASPP ELA	annually
June 2023	3-5	will meet or exceed standards on FAST reading	41%	50%	Other (Describe in Objective)	monthly
June 2023	K-2	F&P	50%	60%	Fountas and Pinnell	tri-annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	meet or exceed standards	12%	20%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	meet or exceed standards	7%	12%	CAASPP ELA	annually
June 2023	3-5	Black or African American	meet or exceed standards	29%	39%	CAASPP ELA	annually
June 2023	3-5	English Learner	meet or exceed standards on FAST reading	19%	30%	Other (Describe in Objective)	monthly
June 2023	3-5	Students with Disabilities	meet or exceed standards on FAST reading	8%	15%	Other (Describe in Objective)	monthly
June 2023	3-5	Black or African American	meet or exceed standards on FAST reading	50%	75%	Other (Describe in Objective)	monthly
June 2023	K-2	English Learner	meet or exceed grade-level standards	38%	50%	Fountas and Pinnell	tri-annually
June 2023	K-2	Students with Disabilities	meet or exceed grade-level standards	37%	45%	Fountas and Pinnell	tri-annually
June 2023	K-2	Black or African American	meet or exceed grade-level standards	75%	80%	Fountas and Pinnell	tri-annually

***Identified Need - Math**

The school's overall data for the 2018-19 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in Math. In the 2021-22 school year, the data indicates 18.2% of 3rd-5th grade students met or exceeded grade-level standards in Math. There was a drop of 7.5% in the area of Math from 2019 to 2022. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap among students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they moved from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-monthly PLCs); strengthening tier-one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic DEMI Math in grades 3rd-5th and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis. We will also be hiring a math coach that will work specifically with 3rd-5th grade teachers and students.

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	meet or exceed standards	18.2%	30%	CAASPP Math	annually	
June 2023	3-5	Show evidence of proficiency or strength in the area of Knowledge on the District DEMI assessment	49%	60%	DEMI	monthly	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	meet or exceed standards	4%	20%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	meet or exceed standards	7%	15%	CAASPP Math	annually
June 2023	3-5	Black or African American	meet or exceed standards	43%	50%	CAASPP Math	annually
June 2023	3-5	English Learner	Show evidence of proficiency or strength in the area of Knowledge on the District DEMI assessment	42%	50%	Other (Describe in Objective)	monthly
June 2023	3-5	Students with Disabilities	Show evidence of proficiency or strength in the area of Knowledge on the District DEMI assessment	50%	60%	DEMI	monthly
June 2023	3-5	Hispanic or Latino	Show evidence of proficiency or strength in the area of Knowledge on the District DEMI assessment	49%	60%	DEMI	monthly
June 2023	3-5	Black or African American	Show evidence of proficiency or strength in the area of Knowledge on the District DEMI assessment	33%	40%	DEMI	monthly

***Identified Need - English Learners**

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

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	RFEP	Students that are eligible will reclassify	100%	100%	Reclassification Rates	yearly
June 2023	K-5	English Learner	will be proficient or advanced on the summative ELPAC	20%	30%	Summative ELPAC	yearly

***Identified Need - Graduation/Promotion Rate**

The school's overall data for the 2018-19 school year indicates 32.9% of 3rd-5th grade students met or exceeded standards in ELA. In the 2021-22 school year, the data indicates 33.3% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a gain of 0.4% in the area of ELA from 2019 to 2022. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap among students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	meet or exceed standards	33.3%	40%	CAASPP ELA	annually
June 2023	3-5	meet or exceed standards on the FAST reading assessment	41%	50%	Other (Describe in Objective)	monthly

***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	meet or exceed standards-non RFEP ELs	12%	20%	CAASPP ELA	annually

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	Students with Disabilities	meet or exceed standards-non RFEF ELs	Baseline Year	10%	CAASPP ELA	annually
June 2023	3-5	Homeless/Foster	meet or exceed standards-non RFEF ELs	Baseline Year	20%	CAASPP ELA	annually
June 2023	3-5	Black or African American	meet or exceed standards on the CAASP	*small cohort	30%	Other (Describe in Objective)	annually
June 2023	3-5	English Learner	meet or exceed standards on FAST reading	19%	30%	Other (Describe in Objective)	monthly
June 2023	3-5	Students with Disabilities	meet or exceed standards on FAST reading	8%	15%	Other (Describe in Objective)	monthly
June 2023	3-5	Homeless/Foster	meet or exceed standards on FAST reading	Baseline Year	40%	Other (Describe in Objective)	monthly
June 2023	3-5	Black or African American	meet or exceed standards on FAST reading	*small cohort	30%	Other (Describe in Objective)	monthly

Strategy/Activity 1-RTI and PLC's

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N016252	Supplies		\$11,124.00	\$11,124.00	0162-30100-00-4301-	Title I Basic Program	[no data]		Will be used to purchase supplies such as books, monthly subscriptions,

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					1000-1110-01000-0000				digital resources, pencils, paper, etc. needed for student achievement.
N0162AL	Supplies		\$166.00	\$166.00	0162-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Will be used to purchase supplies such as books, pencils, whiteboards, etc. needed for students.
	Inschool Resource Tchr -				0162-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F01621V	RST will assist with small guided reading groups as well as help in PLC's. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. Site will determine what to fund from the previously encumbered budget for this position.
	Inschool Resource Tchr -				0162-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F01621W	RST will assist with small guided reading groups as well as help in PLC's. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. Site will determine what to fund from the previously encumbered budget for this position.
	Inschool Resource Tchr -				0162-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F01621S	RST will assist with small guided reading groups as well as help in PLC's. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. Site will determine what to fund from the previously encumbered budget for this position.

Strategy/Activity 2-Intervention support

*Students to be served by this Strategy/Activity

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

***Strategy/Activity - Description**

Funding has been allocated to hire a reading support teacher to support students in grades 3-5. Funding has also been allocated to hire a math resource teacher to support students in teachers in planning and teaching effective math lessons. Each classroom teacher will select either Achieve 3000 or Scholastic News to support student learning in literacy. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. Library assistant assists with literacy skills.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr -				0162-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F01621V	RST will assist with small guided reading groups as well as help in PLCs. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. The site will determine what to fund from the previously encumbered budget for this position. This year the majority of the money assigned to this will be used to co-fund a math coaching position.
	Inschool Resource Tchr -				0162-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F01621W	RST will assist with small guided reading groups as well as help in PLCs. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. The site will determine what to fund from the previously encumbered budget for this position. This year the majority of the money assigned to this will be used to co-fund a math coaching position.
	Inschool Resource Tchr -				0162-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : F01621S	RST will assist with small guided reading groups as well as help in PLCs. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. The site will determine what to fund from the previously encumbered budget for this position. This year the majority of the money assigned to this will be used to co-fund a math coaching position.

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies				0162-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N016252	This will be used for software licenses and other supplies such as whiteboards, books, etc. to help students continue to make improvements in both reading and math.
--	----------	--	--	--	---	-----------------------	-----------	--	--

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

Strategy/Activity 1-PLC's

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

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

***Strategy/Activity - Description**

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

Strategy/Activity 2 - Intervention Supports (After School Tutoring)

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

Students that are identified during PLCs will participate in after-school tutoring.

***Strategy/Activity - Description**

Classroom teachers across grade levels will tutor focus students after school.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0162AY	Classroom Teacher Hrly		\$7,361.00	\$9,113.65	0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After-school tutoring for students that are needing extra support.
---------	---------------------------	--	------------	------------	---	---------------------------------	--	--	--

PLC's

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01621V	Inschool Resource Tchr -	0.40000	\$39,566.40	\$56,996.28	0162-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		RST will assist with small guided reading groups as well as help in PLC's. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. Site will determine what to fund from the previously encumbered budget for this position.
F01621W	Inschool Resource Tchr -	0.40000	\$39,566.40	\$56,996.28	0162-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		RST will assist with small guided reading groups as well as help in PLC's. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. Site will determine what to fund from the previously encumbered budget for this position.
	Inschool Resource Tchr -				0162-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High	RST will assist with small guided reading groups as well as help in PLC's. As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. Site will determine what to

							Expectations for All Ref Id : F01621S		fund from the previously encumbered budget for this position.	
*Additional Supports for this Strategy/Activity										
Strategy/Activity 2-ELPAC										
*Students to be served by this Strategy/Activity										
English Learners will benefit from this activity.										
*Strategy/Activity - Description										
EL assistant will administer one on one assessments for the ELPAC sub-tests.										
*Proposed Expenditures for this Strategy/Activity										
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
F01621U	ESL Asst -	0.37500	\$11,137.13	\$15,286.60	0162-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	English Learners		ELPAC testing	
Counseling Presentations										
*Students to be served by this Strategy/Activity										
Our Black/African American students will benefit from this goal.										
*Strategy/Activity - Description										
Our school counselor will be doing weekly presentations focused on the social emotional needs of our students. This strategy benefits our black and African American students.										
*Proposed Expenditures for this Strategy/Activity										
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	School Counselor -				0162-30100-00-1210-3110-	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative	The counselor will conduct weekly presentations to meet the SEL needs of our students. As a school that qualifies for LCAP 7 support, the district has provided	

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					0000-01000-0000			Schools, Classrooms and District Ref Id : F01621T	0.6 funding out of resource 09805. The site will determine what to fund from the previously encumbered budget for this position.
Resource Teacher									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th-grade students.									
*Strategy/Activity - Description									
RST will continue to support and collaborate with classroom teachers to impact teacher effectiveness. RST will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RST along with other Committees will continue to write and revise a curriculum that integrates ELD supports for English Learners. RST will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, bi-monthly PLCs will serve as a way for 3rd-5thgrade teachers to look at data and plan accordingly. After-school tutoring will also be offered to students, not at grade level.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01621S	Inschool Resource Tchr -	0.20000	\$19,783.20	\$28,498.15	0162-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		As a school that qualifies for LCAP 7 support, the district has provided 1.0 funding out of resource 09805. Site will determine what to fund from the previously encumbered budget for this position.
N016231	Supplies		\$6,404.00	\$6,404.00	0162-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies such as books, paper, whiteboards, pencils, etc. to assist students in their learning.
N0162AQ	Interprogram Svcs/Paper		\$1,150.00	\$1,150.00	0162-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copy paper will be used for teachers to make copies of instructional materials needed for students.
	Classroom Teacher Hrly				0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with	After-school tutoring will be used for targeted students to make growth in areas such as math and reading.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Continue to provide childcare for parent trainings/meetings. In addition, our family community engagement liaison will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

attend trainings and meetings. All staff will work collaboratively to increase parent awareness of the importance and impact of parent involvement and academic achievement.

*Identified Need

The latest 2021-22 CSPA identified that 57% of respondents stated that they strongly agree that the school allows input and welcomes parents' contributions.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	57% Strongly Agree	60%	CAL - SCHLS (CSPA)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	more parent participation	74%	90%	Attendance
June 2023	ELAC	More parents will participate actively during Coffee with the Principal/ELAC meetings	20%	45%	Meeting Attendance
June 2023	Volunteers	More parents will participate in Family Friday Events.	40%	50%	Other - Describe in Objective

Coffee with the Principal/ELAC Meetings

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01624A	Other Support Prsnl PARAS Hrly		\$549.00	\$752.19	0162-30103-00- 2281-2495-0000- 01000-0000	Title I Parent Involvement	[no data]		Will be used for the noon duty supervisor to help with childcare during meetings.
N016270	Inservice supplies		\$1,608.00	\$1,608.00	0162-30103-00- 4304-2495-0000- 01000-0000	Title I Parent Involvement	[no data]		Will be used for supplies needed for parent presentations such as chart paper, pencils, pens, markers etc.

ACHIEVEMENT

APPENDICES

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

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

Kimbrough Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 148,985
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)	\$ 266,599

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)	\$ 57,162
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 57,162

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)	\$ 60,452
[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): \$ 60,452

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 266,599

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Kimbrough Elementary	09800 LCFF Intervention Support	ESL Asst	2101 Classroom PARAS	Classroom PARAS	0.375	\$11,137.13
Kimbrough Elementary			3000 Benefits		0	\$4,149.47
Kimbrough Elementary		ESL Asst Total			0.375	\$15,286.60
Kimbrough Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.2	\$19,783.20
Kimbrough Elementary			3000 Benefits		0	\$8,714.95
Kimbrough Elementary		Inschool Resource Tchr Total			0.2	\$28,498.15
Kimbrough Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$7,361.00
Kimbrough Elementary			3000 Benefits		0	\$1,752.65
Kimbrough Elementary			4301 Supplies	Supplies	0	\$6,404.00
Kimbrough Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$1,150.00
Kimbrough Elementary		(blank) Total			0	\$16,667.65
Kimbrough Elementary	09800 LCFF Intervention Support Total				0.575	\$60,452.40
Kimbrough Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.4	\$39,566.40
Kimbrough Elementary			3000 Benefits		0	\$17,429.88
Kimbrough Elementary		Inschool Resource Tchr Total			0.4	\$56,996.28
Kimbrough Elementary		School Counselor	1210 Counselor	Counselor	0.6	\$53,725.80
Kimbrough Elementary			3000 Benefits		0	\$24,778.98
Kimbrough Elementary		School Counselor Total			0.6	\$78,504.78
Kimbrough Elementary		(blank)	4301 Supplies	Supplies	0	\$11,124.00
Kimbrough Elementary		(blank) Total			0	\$11,124.00
Kimbrough Elementary	30100 Title I Basic Program Total				1	\$146,625.06
Kimbrough Elementary	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$549.00
Kimbrough Elementary			3000 Benefits		0	\$203.19
Kimbrough Elementary			4304 Inservice supplies	Inservice supplies	0	\$1,608.00
Kimbrough Elementary		(blank) Total			0	\$2,360.19
Kimbrough Elementary	30103 Title I Parent Involvement Total				0	\$2,360.19
Kimbrough Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.4	\$39,566.40
Kimbrough Elementary			3000 Benefits		0	\$17,429.88
Kimbrough Elementary		Inschool Resource Tchr Total			0.4	\$56,996.28
Kimbrough Elementary		(blank)	4301 Supplies	Supplies	0	\$166.00
Kimbrough Elementary		(blank) Total			0	\$166.00
Kimbrough Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.4	\$57,162.28

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Kimbrough Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

2.0 With approval from the local governing board, **Kimbrough** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

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

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

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how **Kimbrough** school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

We hold our annual Title I presentation at our Back to School Night during the month of September.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or

home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

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

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

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

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

We send out communication to parents through email, newsletters, the marquee, Class Dojo and sending home flyers. In addition, the principal has an open door policy and parents are always welcome on campus to discuss concerns.

We discuss student progress and monitor student data at our monthly SSC meetings.

We review the Title I program throughout the school year at SSC meetings.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Parents are provided with information regarding the curriculum, assessments used to measure students progress as well as the achievement levels every year at Back to School Night.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Parents are always encouraged to communicate with their classroom teachers either through email, phone or Class Dojo app with any ideas that that they may have.

Parents are also encouraged to attend the monthly coffee with the principal meetings where ideas are brainstormed and suggested.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

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

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Monthly workshops and training are offered at Kimbrough to meet the needs of our parents. Topics include how to better understand state academic standards, state and local academic assessments, as well as any other topic that will better help parents feel a connection to the work that their students are working on.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Monthly workshops and training are offered at Kimbrough to meet the needs of our parents. Topics include how to better understand state academic standards, state and local academic assessments, as well as any other topic that will better help parents feel a connection to the work that their students are working on.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

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

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Parents are always welcome and encouraged to attend various workshops and training offered throughout the year with the partnership of local agencies. The Title I program also works closely with the PTO, SGT, and SSC committees and parents to ensure student success for all of our students.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

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

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

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

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Kimbrough](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

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

ACHIEVEMENT

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-23
Kimbrough Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- *Staff is committed to high expectations for all students and encourages them to reach their highest potential.*
- *Staff will provide well balanced instruction in all content areas based on the California standards.*
- *Instruction will be provided in a variety of ways to accommodate different styles of learning.*
- *Instruction will be differentiated to reach all levels of learning.*
- *We strongly encourage families meet on an ongoing basis with their teacher through phone calls, conferences, or notes between the reporting periods.*
- *Parents are encouraged to communicate with the classroom teachers either through email, Class Dojo or in person regarding their student's progress.*
- *Parents are encouraged to join the school's PTO, SSC, SGT and attend the monthly coffee with the principal meetings and other school functions.*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- *Conferences to monitor ongoing progress will be held at the end of November and again in March. At this time the parent will receive information about how their student is making progress in reaching the California standards in all content areas.*
- *A learning contract will be given to the family if the student is below grade level expectations. Supports will be noted for the student.*

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- *Teachers are in constant contact and communication with parents sending reports home informing them of their students' progress. The way that this is done is through Class Dojo, reports, emails or assessments.*

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- *Volunteers are always welcomed at Kimbrough. Interested parents need to fill out a volunteer application form located at the school office.*

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- *All staff members utilize Class Dojo which has translation in multiple languages. Teachers can send and receive messages from parents.*

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	196	25.0	179	25.7	170	32.9	183	32.2	132	33.3	8.3	1.1	196	21.4	178	28.1	171	25.7	183	26.8	132	18.2	-3.2	-8.6
Female	84	28.6	83	30.1	78	33.3	88	34.1	63	36.5	7.9	2.4	84	17.9	82	20.7	78	23.1	88	22.7	63	17.5	-0.4	-5.2
Male	112	22.3	96	21.9	92	32.6	95	30.5	69	30.4	8.1	-0.1	112	24.1	96	34.4	93	28.0	95	30.5	69	18.8	-5.3	-11.7
African American	4	-	3	-	5	-	6	-	4	-	-	-	4	-	3	-	5	-	6	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	185	25.4	171	26.3	161	34.8	167	33.5	123	32.5	7.1	-1.0	185	21.6	170	28.2	161	26.7	167	27.5	123	16.3	-5.3	-11.2
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
White	6	-	4	-	3	-	6	-	4	-	-	-	6	-	4	-	4	-	6	-	4	-	-	-
Multiracial	1	-	1	-	1	-	2	-	0	-	-	-	1	-	1	-	1	-	2	-	0	-	-	-
English Learner	109	16.5	94	11.7	93	12.9	92	13.0	69	15.9	-0.6	2.9	109	14.7	92	18.5	94	13.8	92	12.0	69	7.2	-7.5	-4.8
English-Speaking	87	35.6	85	41.2	77	57.1	91	51.6	63	52.4	16.8	0.8	87	29.9	86	38.4	77	40.3	91	41.8	63	30.2	0.3	-11.6
Reclassified†	48	45.8	52	50.0	49	67.3	53	62.3	16	100.0	54.2	37.7	48	41.7	52	36.5	49	46.9	53	47.2	16	50.0	8.3	2.8
Initially Eng. Speaking	39	23.1	33	27.3	28	39.3	38	36.8	47	36.2	13.1	-0.6	39	15.4	34	41.2	28	28.6	38	34.2	47	23.4	8.0	-10.8
Econ. Disadv.*	190	25.3	175	25.7	170	32.9	179	31.8	124	32.3	7.0	0.5	190	22.1	174	28.2	171	25.7	179	26.3	124	16.1	-6.0	-10.2
Non-Econ. Disadv.	6	-	4	-	0	-	4	-	8	-	-	-	6	-	4	-	0	-	4	-	8	-	-	-
Gifted	29	55.2	15	60.0	13	69.2	11	72.7	2	-	-	-	29	48.3	15	66.7	13	61.5	11	63.6	2	-	-	-
Not Gifted	167	19.8	164	22.6	157	29.9	172	29.7	130	32.3	12.5	2.6	167	16.8	163	24.5	158	22.8	172	24.4	130	16.9	0.1	-7.5
With Disabilities	19	5.3	11	0.0	13	0.0	22	0.0	25	8.0	2.7	8.0	19	0.0	12	8.3	13	0.0	22	0.0	25	8.0	8.0	8.0
WO Disabilities	177	27.1	168	27.4	157	35.7	161	36.6	107	39.3	12.2	2.7	177	23.7	166	29.5	158	27.8	161	30.4	107	20.6	-3.1	-9.8
Homeless	41	19.5	43	18.6	44	25.0	55	30.9	23	30.4	10.9	-0.5	41	26.8	40	27.5	44	22.7	55	21.8	11	18.2	-8.6	-3.6
Foster	0	-	3	-	2	-	0	-	2	-	-	-	2	-	3	-	2	-	0	-	1	-	-	-
Military	3	-	1	-	1	-	1	-	2	-	-	-	3	-	1	-	1	-	1	-	1	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	63	28.6	59	33.9	58	29.3	0	-	43	23.3	-5.3	-	63	36.5	59	47.5	58	31.0	62	30.6	43	20.9	-15.6	-9.7
Female	25	36.0	29	41.4	29	24.1	0	-	24	20.8	-15.2	-	25	32.0	29	37.9	29	20.7	32	31.3	24	16.7	-15.3	-14.6
Male	38	23.7	30	26.7	29	34.5	0	-	19	26.3	2.6	-	38	39.5	30	56.7	29	41.4	30	30.0	19	26.3	-13.2	-3.7
African American	2	-	1	-	3	-	0	-	2	-	-	-	2	-	1	-	3	-	1	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	58	29.3	57	33.3	52	32.7	0	-	39	23.1	-6.2	-	58	37.9	57	47.4	52	32.7	57	31.6	39	20.5	-17.4	-11.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	3	-	1	-	2	-	0	-	2	-	-	-	3	-	1	-	2	-	2	-	2	-	-	-
Multiracial	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
English Learner	42	23.8	39	23.1	43	23.3	0	-	22	13.6	-10.2	-	42	31.0	39	35.9	43	23.3	26	11.5	22	13.6	-17.4	2.1
English-Speaking	21	38.1	20	55.0	15	46.7	0	-	21	33.3	-4.8	-	21	47.6	20	70.0	15	53.3	36	44.4	21	28.6	-19.0	-15.8
Reclassified†	7	-	9	-	7	-	0	-	1	-	-	-	7	-	9	-	7	-	21	57.1	1	-	-	-
Initially Eng. Speaking	14	21.4	11	45.5	8	-	0	-	20	30.0	8.6	-	14	35.7	11	63.6	8	-	15	26.7	20	30.0	-5.7	3.3
Econ. Disadv.*	62	29.0	59	33.9	58	29.3	0	-	39	20.5	-8.5	-	62	37.1	59	47.5	58	31.0	61	31.1	39	17.9	-19.2	-13.2
Non-Econ. Disadv.	6	-	4	-	0	-	0	-	4	-	-	-	1	-	4	-	0	-	1	-	4	-	-	-
Gifted	7	-	4	-	4	-	0	-	2	-	-	-	7	-	4	-	4	-	4	-	2	-	-	-
Not Gifted	56	21.4	55	32.7	54	25.9	0	-	43	23.3	1.9	-	56	30.4	55	45.5	54	29.6	58	25.9	43	20.9	-9.5	-5.0
With Disabilities	19	5.3	2	-	2	-	0	-	5	-	-	-	6	-	2	-	2	-	7	-	5	-	-	-
WO Disabilities	57	31.6	57	35.1	56	30.4	0	-	38	26.3	-5.3	-	57	40.4	57	49.1	56	32.1	55	34.5	38	23.7	-16.7	-10.8
Homeless	10	30.0	19	31.6	12	25.0	0	-	7	-	-	-	10	40.0	18	44.4	12	33.3	18	33.3	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	0	-	2	-	-	-	3	-	0	-	0	-	1	-	1	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	29.9	56	16.1	59	39.0	0	-	42	33.3	3.4	-	67	11.9	55	20.0	59	30.5	60	30.0	42	16.7	4.8	-13.3
Female	33	27.3	22	18.2	28	39.3	0	-	19	36.8	9.5	-	33	3.0	22	18.2	28	28.6	28	17.9	19	10.5	7.5	-7.4
Male	34	32.4	34	14.7	31	38.7	0	-	23	30.4	-2.0	-	34	20.6	33	21.2	31	32.3	32	40.6	23	21.7	1.1	-18.9
African American	1	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	3	-	1	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	62	30.6	53	17.0	58	39.7	0	-	41	34.1	3.5	-	62	11.3	52	21.2	58	31.0	53	30.2	41	17.1	5.8	-13.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	1	-	0	-	0	-	0	-	-	-	3	-	1	-	0	-	3	-	0	-	-	-
Multiracial	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
English Learner	43	16.3	32	3.1	26	3.8	0	-	25	12.0	-4.3	-	43	2.3	31	9.7	26	7.7	42	19.0	25	8.0	5.7	-11.0
English-Speaking	24	54.2	24	33.3	33	66.7	0	-	17	64.7	10.5	-	24	29.2	24	33.3	33	48.5	18	55.6	17	29.4	0.2	-26.2
Reclassified†	13	69.2	13	53.8	23	73.9	0	-	7	-	-	-	13	46.2	13	38.5	23	52.2	9	-	7	-	-	-
Initially Eng. Speaking	11	36.4	11	9.1	10	50.0	0	-	10	40.0	3.6	-	11	9.1	11	27.3	10	40.0	9	-	10	10.0	0.9	-
Econ. Disadv.*	64	29.7	54	16.7	59	39.0	0	-	39	33.3	3.6	-	64	12.5	53	20.8	59	30.5	58	29.3	39	15.4	2.9	-13.9
Non-Econ. Disadv.	3	-	2	-	0	-	0	-	3	-	-	-	3	-	2	-	0	-	2	-	3	-	-	-
Gifted	7	-	5	-	4	-	0	-	2	-	-	-	7	-	5	-	4	-	3	-	2	-	-	-
Not Gifted	60	25.0	51	11.8	55	38.2	0	-	42	33.3	8.3	-	60	6.7	50	16.0	55	29.1	57	29.8	42	16.7	10.0	-13.1
With Disabilities	19	5.3	5	-	5	-	0	-	11	9.1	3.8	-	3	-	5	-	5	-	6	-	11	9.1	-	-
WO Disabilities	64	31.3	51	17.6	54	42.6	0	-	31	41.9	10.6	-	64	12.5	50	22.0	54	33.3	54	33.3	31	19.4	6.9	-13.9
Homeless	12	8.3	12	8.3	20	25.0	0	-	6	-	-	-	12	25.0	11	9.1	20	25.0	15	33.3	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Kimbrough
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	66	16.7	64	26.6	53	30.2	0	-	47	42.6	25.9	-	66	16.7	64	17.2	54	14.8	61	19.7	47	17.0	0.3	-2.7
Female	26	23.1	32	28.1	21	38.1	0	-	20	55.0	31.9	-	26	23.1	31	6.5	21	19.0	28	17.9	20	25.0	1.9	7.1
Male	40	12.5	32	25.0	32	25.0	0	-	27	33.3	20.8	-	40	12.5	33	27.3	33	12.1	33	21.2	27	11.1	-1.4	-10.1
African American	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	2	-	1	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	65	16.9	61	27.9	51	31.4	0	-	43	39.5	22.6	-	65	16.9	61	16.4	51	15.7	57	21.1	43	11.6	-5.3	-9.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	2	-	1	-	0	-	2	-	-	-	0	-	2	-	2	-	1	-	2	-	-	-
Multiracial	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
English Learner	24	4.2	23	4.3	24	4.2	0	-	22	22.7	18.5	-	24	8.3	22	0.0	25	4.0	24	0.0	22	0.0	-8.3	0.0
English-Speaking	42	23.8	41	39.0	29	51.7	0	-	25	60.0	36.2	-	42	21.4	42	26.2	29	24.1	37	32.4	25	32.0	10.6	-0.4
Reclassified†	28	28.6	30	43.3	19	63.2	0	-	8	-	-	-	28	32.1	30	23.3	19	31.6	23	34.8	8	-	-	-
Initially Eng. Speaking	14	14.3	11	27.3	10	30.0	0	-	17	41.2	26.9	-	14	0.0	12	33.3	10	10.0	14	28.6	17	23.5	23.5	-5.1
Econ. Disadv.*	64	17.2	62	25.8	53	30.2	0	-	46	41.3	24.1	-	64	17.2	62	16.1	54	14.8	60	18.3	46	15.2	-2.0	-3.1
Non-Econ. Disadv.	6	-	2	-	0	-	0	-	1	-	-	-	2	-	2	-	0	-	1	-	1	-	-	-
Gifted	15	33.3	6	-	5	-	0	-	2	-	-	-	15	26.7	6	-	5	-	4	-	2	-	-	-
Not Gifted	51	11.8	58	22.4	48	25.0	0	-	45	40.0	28.2	-	51	13.7	58	12.1	49	8.2	57	17.5	45	13.3	-0.4	-4.2
With Disabilities	10	10.0	4	-	6	-	0	-	9	-	-	-	10	0.0	5	-	6	-	9	-	9	-	-	-
WO Disabilities	56	17.9	60	28.3	47	34.0	0	-	38	50.0	32.1	-	56	19.6	59	16.9	48	16.7	52	23.1	38	18.4	-1.2	-4.7
Homeless	19	21.1	12	8.3	12	25.0	0	-	10	50.0	28.9	-	19	21.1	11	18.2	12	8.3	22	4.5	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-

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

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

ACHIEVEMENT

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: KIMBROUGH ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Student Counseling Support

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Kimbrough Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
School Counselor -	0.80000	\$99,647.82	30100-1210	Our school counselor will work with students and families in order to assist in providing resources to best support our students' and families' needs.	Our counselor is definitely a very important part of this school as she was able to meet the social emotional needs of our students. She conducted weekly classroom presentations.	NA	Continue to prioritize this position. The District is funding most of this position under the LCAP Goal #7.

Goal 2 - English Language Arts

Strategy/Activity 2-Intervention support

***Strategy/Activity - Description**

Funding has been allocated to purchase licenses and fees for software and/or online reading resources. Each classroom teacher will select either Achieve 3000 or Scholastic News to support student learning in literacy. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. Library assistant assists with literacy skills. The reading support teacher will help students in the classrooms by doing guided reading and assisting in the FAST reading assessments and data analysis.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr - NEW POSN, SBB2530113	0.30000	\$40,421.35	30100-1109	In-school resource teacher will support students in the classrooms with guided	This position was very helpful as she was able to conduct reading groups and helped in the data	NA	Continue to fund this position. This year the District is funding this

Kimbrough Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				reading in grades 3-5	analysis of the FAST assessments and create next steps.		position under the LCAP goal #7.
Inschool Resource Tchr - NEW POSN, SBB2530113	0.50000	\$67,368.91	30106-1109	In-school resource teacher will support students in the classrooms with guided reading in grades 3-5	This position was very helpful as she was able to conduct reading groups and helped in the data analysis of the FAST assessments and create next steps.	NA	Continue to fund this position. This year the District is funding this position under the LCAP goal #7.
Supplies		\$19,065.00	30100-4301	Software, Achieve 3000 and Renaissance and pencils, paper, crayons, whiteboards, any additional instructional supplies to support student learning.	Supplies and software licenses such as Achieve 3000 and pencils, paper, crayons, whiteboards and any additional supplies that support learning were essential in meeting the needs of our students.	NA	Continue to put monies aside for this.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1-STAR Reading/Math PLC

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr - NEW POSN, SBB2530113	--	--	30106-1109	In school resource teacher will support all student subgroups in the classrooms.	This position was very helpful as she was able to conduct reading groups and helped in the data analysis of the FAST	NA	Continue to fund this position. This year the District is funding this position under the LCAP goal #7.

Kimbrough Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments and create next steps.		
Inschool Resource Tchr - NEW POSN, SBB2530113	--	--	30100-1109	In school resource teacher will support all student subgroups in the classrooms.	This position was very helpful as she was able to conduct reading groups and helped in the data analysis of the FAST assessments and create next steps.	NA	Continue to fund this position. This year the District is funding this position under the LCAP goal #7.

Goal 7 - Family Engagement							
Coffee with the Principal/ELAC Meetings							
*Strategy/Activity - Description							
Coffee with the principal/ELAC and parent workshops on various topics.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Support Prsnl PARAS Hrly		\$1,000.84	30103-2281	Childcare for parent meetings	This was not used last year as we were in a pandemic. All meetings were held virtually.	This was not used last year as we were in a pandemic. All meetings were held virtually.	We will start having in person meetings.
Inservice supplies		\$1,370.00	30103-4304	Supplies needed for parent presentations such	This was not used last year as we were in a pandemic. All	This was not used last year as we were in a pandemic. All	We will start having in person meetings.

Kimbrough Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				as chart paper, markers, copy paper for presentations etc.	meetings were held virtually.	meetings were held virtually.	

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$4,337.00	30106-4301	Used to purchase materials, intervention books	This was very effective as we were able to support our	NA	Continue to put monies aside for this.

Kimbrough Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				to support students that are struggling	struggling students with extra intervention materials.		
Inschool Resource Tchr - NEW POSN, SBB2530113	--	--	30106-1109	Support students in the classroom.	This position was very helpful as she was able to conduct reading groups and helped in the data analysis of the FAST assessments and create next steps.	NA	Continue to fund this position. This year the District is funding this position under the LCAP goal #7.
Inschool Resource Tchr - NEW POSN, SBB2530113	--	--	30100-1109	Support students in the classroom.	This position was very helpful as she was able to conduct reading groups and helped in the data analysis of the FAST assessments and create next steps.	NA	Continue to fund this position. This year the District is funding this position under the LCAP goal #7.

Goal 6 - Supporting Black Youth							
Counseling Presentations							
*Strategy/Activity - Description							
Our school counselor will be doing weekly presentations focused around the social emotional needs of our students. This strategy benefits our black and african american students.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor -	--	--	30100-1210	Counselor will support students with their social emotional needs.	Our counselor is definitely a very important part of this school as she was able to meet the social emotional needs of our	NA	Continue to prioritize this position. The District is funding most of this position under the LCAP Goal #7.

					students. She conducted weekly classroom presentations.		
What are my leadership strategies in service of the goals?							

SCHOOL NAME: KIMBROUGH ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 2-Intervention support

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Kimbrough Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr - NEW POSN, SBB2530113	0.20000	\$26,947.57	09800-1109	In-school resource teachers will support students in the classrooms with guided reading in grades 3-5	This was definitely effective. We were able to see the FAST data and noticed how much improvement our students made.	NA	We will continue to prioritize this position for our students in grades 3-5.
Classroom Teacher Hrly		\$2,492.05	09800-1157	After-school tutoring for students struggling in reading and for teacher PLCs.	It was definitely beneficial as teachers were able to support our struggling students based on the data such as FAST, F&P, or classroom assessments	NA	We will continue to put monies aside for this.
Interprogram Svcs/Paper		\$1,200.00	09800-5733	Copy paper needed for worksheets for student work.	Copy paper is a necessity that all classroom teachers need in order to make copies for students.	NA	We will continue to put monies aside for this.

Goal 3 - Mathematics							
Strategy/Activity 2 - Intervention Supports (After School Tutoring)							
*Strategy/Activity - Description							
Classroom teachers across grade levels will tutor focus students after school.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$2,508.82	09800-1157	After-school tutoring for students struggling with math concepts: math talk.	It was effective as teachers were able to meet after school and target the students that needed more support.	NA	Continue to put monies aside for this.

Kimbrough Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$16,773.40	09800-1192	PLCs for teachers to identify students that are in need of after-school interventions.	They were very effective as teachers are able to look at, and analyze data and plan the next steps to meet the needs of our students.	NA	Continue to put monies aside. This year the District is providing us with a second resident visiting teacher that will allow us to hold PLCs during the day.
Interprogram Svcs/Paper		\$1,100.00	09800-5733	Copy paper for student assessments	Copy paper is always important as teachers need to make copies for students.	NA	We will continue to put monies aside for this.

Goal 4- Supporting English Learners

Strategy/Activity 2-ELPAC

***Strategy/Activity - Description**

EL assistant will administer one on one assessments for the ELPAC sub-tests.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
ESL Asst - NEW POSN, SBB2530114	0.37500	\$15,019.90	09800-2101	ELPAC testing	Having an ESL assistant is important as this person was able to assess students one-on-one on the ELPAC state assessments.	NA	We will continue to need this position.

Kimbrough Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies		\$3,255.00	09800-4301	Supplies needed such as extra books, and other materials needed for our EL students.	Supplies are essential every year as teachers need to order items such as books, or other instructional materials that will help in meeting the needs of our EL students.	NA	Continue to put monies aside for this.
----------	--	------------	------------	--	---	----	--

--	--	--	--	--	--	--	--

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1-STAR Reading/Math PLC

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr - NEW POSN, SBB2530113	--	--	09800-1109	In-school, resource teacher will support all student subgroups in the classrooms.	This was beneficial as this resource teacher was able to help in analyzing data such as FAST	NA	Continue to put monies aside for this position. The District is funding this position for us

Kimbrough Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					and DEMI assessments.		this year under the LCAP Goal #7.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr - NEW	--	--	09800-1109	Support students in the classroom.	This was beneficial as this resource teacher was able to help in analyzing	NA	We will continue to put monies aside. This year the District is funding

Kimbrough Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

POSN, SBB2530113					data such as FAST and DEMI assessments.		this position under the LCAP Goal #7.
ESL Asst - NEW POSN, SBB2530114	--	--	09800-2101	Support ELs in the classroom.	Having an ESL assistant is important as this person was able to assess students one-on-one on the ELPAC state assessments.	NA	We will continue to put monies aside for this position.

What are my leadership strategies in service of the goals?