

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **KUMEYAAY ELEMENTARY SCHOOL**

2022-23

37-68338-6112460
CDS Code

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

Principal: Zarzosa, Angela

Contact Person: Zarzosa, Angela

Position: Principal

Telephone Number: 619/605-1500;

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

E-mail Address: azarzosa@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: Kumeyaay Elementary PHONE: (619)615-1500 FAX: (619) 569-7418
 SITE CONTACT PERSON: Angela Zarrosa E-MAIL ADDRESS: azarrosa@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 type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>N/A</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>N/A</u> |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>N/A</u> |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/27/2022</u> |
| <input checked="" type="checkbox"/> | Other (list): <u>ILT / PLCs, Family Friday</u> | Date of presentation: <u>9/19/2022, 9/23/2022</u> |

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: 9/21/2022

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

Angela Zarrosa
Type/Print Name of School Principal

Stevenson 9/29/2022
Signature of School Principal / Date

Steven Lloyd
Type/Print Name of SSC Chairperson

Steven Lloyd
Signature of SSC Chairperson / Date

N/A
Type/Print Name of ELAC Representative

N/A
Signature of ELAC Representative / Date

Bruce Bivine
Type/Print Name of Area Superintendent

Bruce Bivine 10/5/22
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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

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

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

The budget for 2022-23 was reviewed and approved by the SSC on February 22, 2022. Our SPSA goals and funding toward these goals were presented, discussed, and approved during a School Site Council (SSC) on Tuesday, September 28th, and with our Site Governance Team (SGT) on Wednesday, September 29th. Kumeyaay does not have an English Language Advisory Committee (ELAC) due to our low number of English Language Learners. However, parents of English Language Learners were provided an opportunity to voice their recommendations regarding our goals and proposed funding during both the SSC and SGT meetings. All parents were invited to both our SSC and SGT meetings. During these meetings, student assessment data, CalSCHLS data, Dashboard data, and the SPSA survey were discussed as resources to create these goals. Parent input and recommendations were considered as each goal was created.

RESOURCE INEQUITIES

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

Currently, 11% of students in TK - 5th grade participate in our Special Education programs, 35 students. Our current population consists of .035% of English Learners, 14 students.

In addition, 2019 Dashboard information indicates our suspension rate and chronic absenteeism rate as areas in need of improvement. According to the Staff CalSCHLS survey, additional support is necessary for students' emotional and social well-being. This includes training and resources for educators to assist students in need, as well as effective use of our school counselor, military life counselor, and student social groups to support these students and lower and/or eliminate our suspension rate. Our chronic absenteeism rate is .05% according to Dashboard for the 2019 school year. These cases will continue to be addressed and monitored by staff on an individual student and family basis. According to current site data, our suspension rate decreased from .05 to .01 for the 2019-2020 school year, which indicates 3 students. There were no suspensions in the 2020-2021 school year. The Parent CalSCHLS and the Staff CalSCHLS surveys indicate a need to increase involvement of stakeholders in important school site decisions. This may be improved through continued communication, surveys, and opportunities for staff and parents to provide input into important school site decision.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Deborah Wall	Parent
Angela Zarzosa	Principal
Shane Parkes	Parent
Wendy Aardappel	Classroom Teacher
Steve Lloyd	Classroom Teacher
Kristina Vilsack	Classroom Teacher
Ann Bushard	Parent
Allison Elliott	Parent
Keri Robbins	Parent
Fabiola Ghebresillassie	Other School Representative

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).

To address our suspension rate, and to the benefit of all students, our staff will participate in training and supports from our Behavioral Support Resources Department, Trauma Informed Care training, and school counselor to address individual student needs. Training will include positive reward systems to increase desired student behavior and de-escalation strategies necessary for individual students. Training will also include recognizing and supporting students who have endured trauma. Our school counselor will also student support groups based upon like needs. According to site data for the 2019-2020 school year, our suspension rate decreased from .5 to .01. This includes four suspensions between three students. Last year, 2022, three students were suspended.

To decrease our absenteeism rate, our Attendance Team (the principal, nurse, school counselor, and school clerk) will communicate with these families to ensure consistent attendance or permissible reasons for absences. SDUSD also assigned our school a parent liaison to communicate with parents of students who are chronically absent in an effort to support families to bring their children to 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).

Efforts to assist with this goal from our school counselor, military family life counselor, and Attendance Team does not require LCFF funding at this time.

In the 2021-2022 school year, many of our students were impacted by COVID and COVID quarantining. This caused a significant increase in the percentage of students who were identified as chronically absent of 33%, in comparison to previous years.

***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.

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

Identified Need*Suspension**

According to our 2019 Dashboard data, Chronic Absenteeism and our Suspension Rate are areas of need at Kumeyaay Elementary. Our Suspension Rate is calculated at 1%, within the "yellow" category on Dashboard. During the 2022 school year, three students were suspended. One of these three students is in a subgroup, students with disabilities. Two of the three students are not in a subgroup.

There were no suspensions during the 2019-2020 and 2020-2021 school year. According to our 2019 Dashboard data, our Chronic Absenteeism is calculated at 5%, within the "green" category on Dashboard. In addition, according to the Staff CalSCHLS survey, staff indicate the need for additional support for students with social and emotional needs. Students with social and emotional needs are students who were suspended in the 2022 school year.

Absenteeism

Our absenteeism rate significantly increased in the 2022 school year due to COVID and quarantine guidelines. Our data indicates that 123 students were chronically absent. Of these 123 students, 57 are students with disabilities. This includes students in our Early Childhood Special Education program, which was closed for several days due to COVID.

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*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5th	Reduce Suspension Rates	1%	0%	Suspension	Monthly
June 2023	TK-5th	Reduce Chronic Absenteeism	33%	0%	Chronic Absenteeism	Monthly

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5th	English Learner	Reduce Suspension	0%	0%	Suspension	Monthly
June 2023	K-5th	Students with Disabilities	Reduce Suspension Rate	33% (1/3 students)	0%	Suspension	Monthly
June 2023	K-5th	Socioeconomically Disadvantaged	Reduce Suspension Rate	N/A	0%	Suspension	Monthly
June 2023	K-5th	English Learner	Reduce Chronic Absenteeism	.04%	0%	Attendance	Monthly
June 2023	K-5th	Students with Disabilities	Reduce Chronic Absenteeism	46% (see notes above)	0%	Attendance	Monthly
June 2023	K-5th	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism	N/A	0%	Attendance	Monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Kumeyaay Elementary’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 descriptive data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Kumeyaay Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following years, including analysis of classified vs. certificated staff, Kumeyaay Elementary’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-2023 school year, Kumeyaay Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and to determine if student groups are being disproportionality referred and the appropriate supports.
- ✓ 4. Kumeyaay Elementary 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 assigned of a student Champion.
- ✓ 5. Kumeyaay Elementary’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. Kumeyaay Elementary 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. Kumeyaay Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1 - Professional Learning for Students with Social Emotional Needs

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

All students will benefit from these strategies and activities.

***Strategy/Activity - Description**

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

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

Support strategies to reduce our suspension rate that do not require LCFF funding are effective use of the expertise of our school counselor, and consulting our military family life counselor to create and meet with student groups for emotional support and social learning. Support from our Behavioral Support Resources Department will also be used as guidance for professional learning and student learning materials. Selected materials and resources will be provided for teachers to research strategic methods of classroom support and individual student support for emotional and social needs. Support strategies to reduce our absenteeism rate that do not require LCFF funding include continued communication from our Attendance Team, creation of individual attendance plans for individual families, reports of attendance to classroom teachers and our community, and rewarding classrooms for the best attendance.

Strategy/Activity 2 - Strategic Support for Reducing our Suspension Rate

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

All students will benefit from this strategy / activity.

***Strategy/Activity - Description**

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

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

Efforts of our school counselor and military life family counselor to provide teacher input and recommendations and create student learning groups does not require LCFF funding.

Strategy/Activity 3 - Strategic Support for Reducing our Chronic Absenteeism Rate

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

Students who are chronically absent will benefit from this strategy / activity.

***Strategy/Activity - Description**

According to our Dashboard data from the 2018-2019 school year, 5% of our students were chronically absent. These students include students with disabilities, and English Language Learners. To reduce our absenteeism rate, our Attendance Team will personally contact families to develop a plan for consistent attendance for online and in-person learning. Our Attendance Team will continue to communicate with these families to ensure regular attendance or permissible reasons for absences. Our attendance rate, including those who arrive 30 minutes late or leave 30 minutes early, will be reported on weekly basis, with our school-wide goal to decrease our absenteeism rate.

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).

At Kumeyaay Elementary, we are continuously monitoring students in the area of English Language Arts while remaining current with new research and strategies to teach literacy to our students in a thoughtful and rigorous manner. Effective strategies to teach students reading and writing are included within our professional development meetings. Teachers are aware of students in need of extra support through formal and informal assessments, which are in-turn used to determine scaffolds of support for individual student needs. These scaffolds are discussed during professional development and PLC meetings. In addition, students in need of extra support in this area are monitored closely throughout the year. Each student has an independent goal based upon their need in literacy that they work toward as a foundational skill of grade level standards. These goals are reported and progress toward these goals are monitored. During in-person instruction, these strategies have been very effective to improve student learning. Growth in English Language Arts is formally measured through our FAST aReading scores and CAASPP ELA.

***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).

During the 2022-2023 school year, additional funding will be necessary for teachers to collaborate and plan in the area of literacy according to individual student assessments. These funds will be used for visiting teachers, so classroom teachers may meet for PLC meetings to analyze assessments and individual student needs, and plan lessons accordingly. In addition, funding is also necessary for additional professional development in the area of literacy during instructional time. During the 2022-2023 school year, our focus will be upon overall growth in this area, along with ensuring academic growth for students in our subgroups. During the 2021-2022 school year, these funds were used to purchase software programs to support literacy in the classroom and after hours tutoring. These funds were originally allocated toward PLC release time for teachers to meet in their grade level teams. Due to the shortage of staff to cover classrooms during this time, these funds were repurposed toward software programs and tutoring for students in our subgroups in need of extra support.

***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.

Our overall goals, grade level goals, and subgroup goals in English Language Arts on the 2022-2023 CAASPP are based upon our the 2021-2022 CAASPP ELA scores and monitoring meeting notes of our grade level cohorts this year. Our aFAST Reading scores for 2022- 2023 are based upon our aFAST scores from spring of 2022 and monitoring meeting notes gathered during student monitoring notes of our grade level cohorts this year. Overall goals for the 2022-2023 ELA CAASPP have been created, along with overall goals for the FAST aReading assessment.

***Identified Need - English Language Arts**

Our overall student achievement percentage score in ELA for grades third through fifth according to 2022 CAASPP indicates 74% of our students are proficient in this area. This is 7% less than our goal of 81% proficiency in ELA according to the CAASPP.

Our overall student achievement percentage score in reading according to our 2022 aFAST reading assessment is 82% for third through fifth grade. This is a 6% increase in our goal of 76% proficient in reading according to our aFAST reading assessment.

According to these scores and our most recent monitoring meetings by grade level, our 2023 CAASPP ELA reading goal for proficiency in grades third through fifth will increase from 81% to 82%. This is an 8% increase from our overall proficiency scores on the 2022 CAASPP ELA of 74%, and a 1% increase from our previous CAASPP ELA 2022 goal of 81% overall proficiency in grades third through fifth. Our overall 2023 aFAST reading goal for proficiency in grades third through fifth is 84%, an increase of 6% from our previous goal of 76% proficiency according to this assessment, and an increase of 2% from our previous goal of 82%.

Our student achievement percentage scores on the 2022 CAASPP ELA by grade level are as follows:

Third grade scored 77% proficient with our goal of 82%, a 5% difference in our target achievement percentage of proficiency in ELA according to the 2022 CAASPP.

Fourth grade scored 67% proficient with our goal of 75%, an 8% difference in our target achievement percentage of proficiency in ELA according to the 2022 CAASPP.

Fifth grade scored 79% proficient with our goal of 80%, a 1% difference in our target achievement percentage of proficiency in ELA according to the 2022 CAASPP.

Our 2023 CAASPP ELA proficiency goals by grade level are as follows:

Our overall proficiency goal for third grade in ELA according to the 2023 CAASPP is 82%. This is equal to our 2022 ELA goal for third grade, and an increase of 5% to our 2022 third grade scores.

Our overall proficiency goal for fourth grade in ELA according to the 2023 CAASPP is 82%. This is an increase of 6% on our 2022 ELA goal for fourth grade, and an increase of 15% to our 2022 fourth grade scores.

Our overall proficiency goal for fifth grade in ELA according to the 2023 CAASPP is 75%. This is a 4% decrease of our 2022 ELA goal for fifth grade, and an 8% increase on the CAASPP ELA scores within this cohort.

Our student percentage scores according the 2022 spring aFAST reading scores are as follows:

Third grade scored 85% proficient with our goal of 82%, an increase of 3% in our target achievement percentage of proficiency in reading according to this assessment.

Fourth grade scored 70% proficient with our goal of 79%, a difference of 9% in our target achievement percentage of proficiency in reading according to this assessment.

Fifth grade scored 72% proficient with our goal of 80%, a difference of 8% in our target achievement percentage of proficiency in reading according to this assessment.

Our 2023 aFAST reading proficiency goals by grade level are as follows:

Our overall proficiency goal for third grade on our aFAST reading assessment is 86%. This is an increase of 4% on our 2022 aFAST reading goal for third grade, and 1% to our third grade scores.

Our overall proficiency goal for fourth grade on our aFAST reading assessment is 75%. This is an increase of 4% on our 2022 aFAST reading goal for fourth grade, and 5% to our fourth grade scores.

Our overall proficiency goal for fifth grade on our aFAST reading assessment is 80%. This is equal to our 2022 aFAST reading goal for fifth grade, and an 8% increase to our fifth grade scores.

We will continue to monitor students in need of extra support in the area of literacy, create individualized student goals as foundational skills to meet grade level standards, and include strategies and necessary scaffolds and supports to teach grade level reading and writing skills based upon formal and informal assessments. We will also focus our efforts upon students in our subgroups in need of extra support. Details regarding goals for these subgroups are provided in the "Closing the Equity Gap" below.

Closing the Equity Gap - ELA

According to the 2022 CAASPP ELA and aFAST Reading assessment, students in grades third through fifth who are in our subgroups identified as Multilingual Learners and Students with Disabilities scored below students who are not in these subgroups. 2022 cores for students identified as African American were not reported due to our low percentage of students in this subgroup.

Goals for these subgroups have been created based upon 2022 scores on the assessments above and current monitoring meeting data of students in these subgroups.

ELA proficiency scores according to the 2022 CAASPP ELA and aFast Reading for each subgroup are below with the 2023 goals on both assessments are as follows:

Third through fifth grade students identified as Multilingual Learners scored 0% proficient in ELA according to these assessments in 2022. This year, 2023, four student have been identified as Multilingual Learners. Based upon our monitoring meetings, our 2023 goal is 50% proficiency in ELA for students in this subgroup, third through fifth grade.

Students with disabilities in third through fifth grade scored 30% proficiency on the 2022 CAASPP ELA and aFAST reading assessment. This year, 2023, there are 17 students in this subgroup, third through fifth grade. Of these 17 students, our goal for 2023 ELA assessments is 40% proficiency on both the 2023 CAASPP ELA and aFAST reading.

2022 ELA scores for students identified as African American were not reported due to our low percentage of students in this subgroup. This year, 2023, two students in third through fifth grade are identified as African American. These two students are also identified as Students with Disabilities. Of these two students, our goal is 50% proficiency on the 2023 CAASPP ELA and aFAST reading assessment.

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****All students in these subgroups have high expectations of growth in foundational skills toward grade level standards and proficiency. These students will be monitored toward growth in their individual goals with differentiated lessons at their Zones of Proximal Development.**

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase percentage of students who are proficient and advanced according to the CAASPP	77%	82%	CAASPP ELA	annually
June 2023	4th	Increase percentage of students who are proficient and advanced according to the CAASPP	67%	82%	CAASPP ELA	annually
June 2023	5th	Increase percentage of students who are proficient and advanced according to the CAASPP	79%	75%	CAASPP ELA	annually
June 2023	3rd - 5th	Increase percentage of students who are proficient and advanced according to the CAASPP	74%	82%	CAASPP ELA	annually
June 2023	3rd	Determine students who are proficient and advanced in the area of ELA and those in need of extra support according to the FAST a Reading assessment.	85%	86%	FAST aReading	trimester
June 2023	4th	Determine students who are proficient and advanced in the	70%	75%	FAST aReading	trimester

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		area of ELA and those in need of extra support according to the FAST a Reading assessment.				
June 2023	5th	Determine students who are proficient and advanced in the area of ELA and those in need of extra support according to the FAST a Reading assessment.	72%	80%	FAST aReading	trimester
June 2023	3rd - 5th	Determine students who are proficient and advanced in the area of ELA and those in need of extra support according to the FAST a Reading assessment.	82%	84%	FAST aReading	trimester
June 2023	K-2nd	Determine students who are proficient and advanced in the area of Reading and those in need of extra support according to the Fountas and Pinnell reading assessment.	N/A	75%	Other (Describe in Objective)	trimester

***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	3rd - 5th	English Learner	increase percentage of	0%	50%	CAASPP ELA	annually

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			proficient and advanced in the area of literacy				
June 2023	3rd - 5th	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	30%	40%	CAASPP ELA	annually
June 2023	3rd - 5th	Black or African American	increase percentage of proficient and advanced in the area of literacy	small student group	50%	CAASPP ELA	annually
June 2023	3rd - 5th	English Learner	increase percentage of proficient and advanced in the area of literacy students	0%	50%	FAST aReading	trimester
June 2023	3rd - 5th	Students with Disabilities	increase percentage of proficient and advanced in the area of literacy students	30%	50%	FAST aReading	trimester
June 2023	3rd - 5th	Black or African American	increase percentage of proficient and advanced in the area of literacy students	small student group	70%	FAST aReading	trimester

***Identified Need - Math**

Our overall student achievement percentage score, according to the CAASPP Math assessment, is 70% for third through fifth grade students, an 11% difference in our 2022 Math goal of 81% for this assessment. Our 2023 CAASPP Math goals are created based upon this data and our most recent monitoring meeting data. Our 2023 CAASPP Math achievement proficiency goal for third through fifth grade is 82%, an increase of 1% on our 2022 CAASPP Math goal of 81%, and an increase of 12% on our overall proficiency score of 70% for students in third through fifth grade.

Overall, student achievement percentage scores on the 2022 CAASPP Math assessment by grade level are as follows:

Third grade scored 84% proficient with our goal of 80%, an increase of 4% on our 2022 Math goal.

Fourth grade scored 58% proficient with our goal of 79%, a difference of 21% on our 2022 Math goal.

Fifth grade scored 67% proficient with our goal of 79%, a difference of 12% on our 2022 Math goal.

Our 2023 CAASPP Math proficiency achievement percentage goals by grade level are as follows:

Our overall proficiency goal for third grade in Math according to the 2023 CAASPP is 84%, an increase of 4% on our 2022 Math goal for third grade, and equal to our third grade scores.

Our overall proficiency goal for fourth grade in Math according to the 2023 CAASPP is 82%, an increase of 3% on our 2022 Math goal, and an increase of 24% to our fourth grade scores.

Our overall proficiency goal for fifth grade in Math according to the 2023 CAASPP is 75%, a decrease of 4% on our 2022 Math goal, and an increase of 17% proficiency for this cohort score of 58%.

Overall, student achievement according to DEMI results from the spring of 2022 for students in third through fifth are as follows:

Knowledge - 94%, a 2% increase in our overall 2022 DEMI goal of 92% for third through fifth grade

Application - 83%, a 14% difference in our overall 2022 DEMI goal of 97% for third through fifth grade

Communication - 57%, a 9% difference in our overall 2022 DEMI goal of 66% for third through fifth grade

Overall, student achievement percentage scores on the 2022 DEMI by grade level are as follows:**Third Grade**

Knowledge – 89%, a 2% difference on our goal of 91% on the 2022 DEMI.

Application – 77%, a 20% difference on our goal of 97% on the 2022 DEMI.

Communication – 40%, a 23% difference on our goal of 63% on the 2022 DEMI.

Fourth Grade

Knowledge – 91%, an 8% increase on our goal of 83% on the 2022 DEMI.

Application – 80%, a 16% difference on our goal of 96% on the 2022 DEMI.

Communication – 57%, a 15% difference on our goal of 72% on the 2022 DEMI.

Fifth Grade

Knowledge – 100%, a 10% increase on our goal of 90% on the 2022 DEMI.

Application – 91%, a 9% difference on our goal of 100% on the 2022 DEMI.

Communication – 57%, a 29% difference on our goal of 86% on the 2022 DEMI.

Our 2023 DEMI proficiency achievement percentage goals by grade level in all categories are as follows:

Third

Knowledge – 92%, an increase of 1% on our 2022 DEMI goal, and 3% increase on our 2022 proficiency percentage score.

Application – 80%, a difference of 17% our 2022 DEMI goal, and an increase of 3% on our 2022 proficiency percentage score.

Communication – 40%, a difference of 23% on our 2022 DEMI goal, and an increase of 23% on our 2022 proficiency percentage score.

Fourth

Knowledge – 90%, a decrease of 1% on our 2022 DEMI goal of 91%, and an increase of 7% on our 2022 proficiency percentage score

Application – 85%, a decrease of 11% on our 2022 DEMI goal of 96%, and an increase of 5% on our 2022 proficiency percentage score

Communication – 65%, a decrease of 11% on our 2022 DEMI goal of 86%, and an increase of 8% on our 2022 proficiency percentage score

Fifth

Knowledge – 95%, a 5% decrease to our 2022 DEMI goal of 100%, and equal our 2022 proficiency percentage score

Application – 90%, a 10% decrease to our to our 2022 DEMI goal of 100%, and a 6% decrease on our 2022 proficiency percentage score

Communication – 65%, an 11% decrease to our 2022 DEMI goal of 86%, and an increase of 8% on our 2022 proficiency percentage score.

We will continue to monitor students in need of extra support in the area of math, create individualized student goals as foundational skills to meet grade level standards, and include strategies and necessary scaffolds and supports to teach grade level math skills based upon formal and informal assessments.

We will also focus our efforts upon our subgroups in need of extra support. Details regarding these subgroups are provided in the "Closing the Equity Gap" section.

Math proficiency scores according to the 2022 CAASPP Math and DEMI for each subgroup are below with the 2023 goals on both assessments are as follows:

Third through fifth grade students identified as Multilingual Learners scored 0% proficient in Math according to the 2022 CAASPP Math assessment.

According to the DEMI, students in this subgroup scored 100% proficiency in Knowledge, 100% proficiency in Application, and 50% proficiency in Communication. This year, 2023, four student have been identified as Multilingual Learners in third through fifth grade. Based upon our monitoring meetings, our 2023 goal is 50% proficiency on CAASPP Math for students in this subgroup. Our DEMI goals are 100% proficiency in Knowledge, 100% proficiency in Application, and 50% proficiency in Communication for students in this subgroup.

Students with disabilities in third through fifth grade scored 40% proficiency on the 2022 CAASPP Math. According to the DEMI, students in this subgroup 100% proficiency in Knowledge, 75% proficiency in Application, and 75% proficiency in Communication. This year, 2023, there are 17 students in this subgroup, third through fifth grade. Of these 17 students, our goal for 2023 CAASPP Math is 50% proficiency for this subgroup. Our DEMI goals are 85% proficiency in Knowledge, 75% proficiency in Application, and 75% proficiency in Communication for students in this subgroup. (Our baseline data is not representative of all students with disabilities, as many were not assessed by the 2022 DEMI.)

Closing the Equity Gap - Math

According to the 2022 CAASPP Math and DEMI assessment, students in grades third through fifth who are in our subgroups identified as Multilingual Learners and Students with Disabilities scored below students who are not in these subgroups. 2022 cores for students identified as African American were not reported due to our low percentage of students in this subgroup.

Math proficiency scores according to the 2022 CAASPP Math and DEMI for each subgroup are below with the 2023 goals on both assessments are as follows:

Third through fifth grade students identified as Multilingual Learners scored 0% proficient in Math according to the 2022 CAASPP Math assessment. According to the DEMI, students in this subgroup scored 100% proficiency in Knowledge, 100% proficiency in Application, and 50% proficiency in Communication. This year, 2023, four student have been identified as Multilingual Learners in third through fifth grade. Based upon our monitoring meetings, our 2023 goal is 50% proficiency on CAASPP Math for students in this subgroup. Our DEMI goals are 100% proficiency in Knowledge, 100% proficiency in Application, and 50% proficiency in Communication for students in this subgroup.

Students with disabilities in third through fifth grade scored 40% proficiency on the 2022 CAASPP Math. According to the DEMI, students in this subgroup 100% proficiency in Knowledge, 75% proficiency in Application, and 75% proficiency in Communication. This year, 2023, there are 17 students in this subgroup, third through fifth grade. Of these 17 students, our goal for 2023 CAASPP Math is 50% proficiency for this subgroup. Our DEMI goals are 85% proficiency in Knowledge, 75% proficiency in Application, and 75% proficiency in Communication for students in this subgroup. (Our baseline data is not representative of all students with disabilities, as many were not assessed by the 2022 DEMI.)

2022 Math scores for students identified as African American were not reported due to our low percentage of students in this subgroup. This year, 2023, two students in third through fifth grade are identified as African American. These two students are also identified as Students with Disabilities. Of these two students, our goal is 50% proficiency on the 2023 CAASPP Math. Our DEMI goals are 50% in proficiency in Knowledge, Application, and Communication for students in this subgroup.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	increase percentage of students who score proficient and advanced	70%	81%	CAASPP Math	annually
June 2023	3rd	increase percentage of students who score proficient and advanced	84%	84%	CAASPP Math	annually
June 2023	4th	increase percentage of students who score proficient and advanced	59%	84%	CAASPP Math	annually
June 2023	5th	increase percentage of students who	67%	75%	CAASPP Math	annually

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		score proficient and advanced				
June 2023	3rd - 5th	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the DEMI.	Knowledge 94% Application 83% Communication 57%	Knowledge 95% Application 98% Communication 74%	DEMI	trimester
June 2023	3rd	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the DEMI.	Knowledge 91% Application 97% Communication 63%	Knowledge 95% Application 97% Communication 63%	DEMI	trimester
June 2023	4th	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the DEMI.	Knowledge 91% Application 80% Communication 57%	Knowledge 83% Application 96% Communication 72%	DEMI	trimester
June 2023	5th	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the DEMI.	Knowledge 100% Application 91% Communication 57%	Knowledge 95% Application 100% Communication 86%	DEMI	trimester

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June 2023	K-2nd	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the Envision Math Assessments.	N/A	75%	Other (Describe in Objective)	trimester
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***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 5th	English Learner	increase percentage of students who score proficient and advanced	0%	50%	CAASPP Math	annually
June 2023	3rd - 5th	Students with Disabilities	Determine students who are proficient and advanced in the area of Math according to the FAST aMath assessment.	40%	50%	CAASPP Math	annually
June 2023	3rd - 5th	Black or African American	increase percentage of students who score proficient and advanced	small student group	70%	CAASPP Math	annually
June 2023	3rd - 5th	English Learner	Determine students who are proficient and advanced in the area of Math and	Knowledge 100% Application 100% Communication 50%	Knowledge 100% Application 100% Communication 50%	DEMI	trimester

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			those in need of additional support according to the DEMI.				
June 2023	3rd - 5th	Students with Disabilities	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the DEMI.	Knowledge 100% Application 75% Communication 75%	Knowledge 85% Application 50% Communication 50%	DEMI	trimester
June 2023	3rd - 5th	Black or African American	Determine students who are proficient and advanced in the area of Math and those in need of additional support according to the DEMI.	small student group	Knowledge 85% Application 85% Communication 70%	DEMI	trimester

***Identified Need - English Learners**

According to the 2022 CAASPP results, there is an achievement gap between our Multilingual Learners and students who are not in this subgroup in the areas of literacy and math. For this reason, ELPAC goals were selected for increased student achievement in these academic areas according to CAASPP results. In addition, classroom goals were created for students in K-2nd grades to be measured by formal assessments for reading and end-of-unit Math assessments. Formal reading assessments and end-of-unit Math results will be recorded in our internal monitoring system, as well as discussed as these students are being monitored for growth toward individual goals and on formal and informal assessments.

Multilingual Learners in grades 3rd - 5th scored 0% proficiency on the 2022 CAASPP ELA and aFAST aReading assessment. This is a significant difference between all students in grades 3rd - 5th, who scored 82% proficient and advanced on the same assessment. On the DEMI Math assessment, Multilingual Learners showed 100% proficiency in Knowledge and Application, and 50% proficiency in Communication. In comparison to all students in third through fifth grade, results in Knowledge surpass by 6%, results in Application surpass by 8%, and results in Communication indicate a difference of 7% proficiency.

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To increase results on the 2023 CAASPP ELA and FAST aReading scores, and DEMI Communication, teachers will teach integrated ELD and dELD. Achievement will be monitored during monitoring meetings and on formal ELPAC assessments.

Our goal for students in this subgroup, grades Kindergarten through fifth, is 60% students will increase their ELPAC score by at least one performance level. This year, 2023, there are 15 students in this subgroup.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5th	English Learner	Multilingual learners will increase their ELPAC score by at least one performance level.	N/A	60%	Summative ELPAC	Annually

*Identified Need - Graduation/Promotion Rate

Our student achievement percentage scores on the 2022 CAASPP ELA by grade level are as follows:

Third grade scored 77% proficient with our goal of 82%, a 5% difference in our target achievement percentage of proficiency in ELA according to the 2022 CAASPP.

Fifth grade scored 79% proficient with our goal of 80%, a 1% difference in our target achievement percentage of proficiency in ELA according to the 2022 CAASPP.

Our 2023 CAASPP ELA proficiency goals by grade level are as follows:

Our overall proficiency goal for third grade in ELA according to the 2023 CAASPP is 84%. This is an increase of 2% on our 2022 ELA goal for third grade.

Our overall proficiency goal for fifth grade in ELA according to the 2023 CAASPP is 75%. This is a 4% decrease of our 2022 ELA goal for fifth grade, and an 8% increase on the CAASPP ELA scores within this cohort.

Our student percentage scores according the 2022 spring aFAST reading scores are as follows:

Third grade scored 85% proficient with our goal of 82%, an increase of 3% in our target achievement percentage of proficiency in reading according to this assessment.

Fifth grade scored 72% proficient with our goal of 80%, a difference of 8% in our target achievement percentage of proficiency in reading according to this assessment.

Our 2023 aFAST reading proficiency goals by grade level are as follows:

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Our overall proficiency goal for third grade on our aFAST reading assessment is 86%. This is an increase of 4% on our 2022 aFAST reading goal for third grade.

Our overall proficiency goal for fifth grade on our aFAST reading assessment is 81%. This is an increase of 1% on our 2022 aFAST reading goal for fifth grade.

We will continue to monitor students in need of extra support in the area of literacy, create individualized student goals as foundational skills to meet grade level standards, and include strategies and necessary scaffolds and supports to teach grade level reading and writing skills based upon formal and informal assessments.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase percentage of students who are proficient and advanced in ELA according to the CAASPP	77%	84%	Other (Describe in Objective)	annually
June 2023	5th	Increase percentage of students who are proficient and advanced in ELA according to the CAASPP	79%	75%	Other (Describe in Objective)	annually
June 2023	3rd	Increase percentage of students who are proficient and advanced in the area of ELA according to the FAST a Reading assessment.	85%	86%	Other (Describe in Objective)	annually
June 2023	5th	Increase percentage of students who are proficient and advanced in the area of ELA according to	72%	81%	Other (Describe in Objective)	annually

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		the FAST a Reading assessment.					
*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	3rd, 5th	English Learner	Increase the percentage of students who are reading at or above grade level based upon the DRA and/or FAST aReading.	0%	50%	Other (Describe in Objective)	trimester
June 2023	3rd, 5th	Students with Disabilities	Increase the percentage of students who are reading at or above grade level according to the DRA and/or FAST aReading.	30%	40%	Other (Describe in Objective)	trimester
June 2023	3rd, 5th	Black or African American	Increase the percentage of students who are reading at or above grade level according to the DRA and/or FAST aReading.	small student group	50%	Other (Describe in Objective)	trimester
June 2023	3rd, 5th	English Learner	Increase percentage of students who are proficient and advanced in ELA	0%	50%	Other (Describe in Objective)	annually

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			according to the CAASPP				
June 2023	3rd, 5th	Students with Disabilities	Increase percentage of students who are proficient and advanced in ELA according to the CAASPP	30%	40%	Other (Describe in Objective)	annually
June 2023	3rd, 5th	Black or African American	Increase percentage of students who are proficient and advanced in ELA according to the CAASPP	small student group	50%	Other (Describe in Objective)	annually

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK - 5th	Students with Disabilities	Increase the percentage of students with disabilities who meet all of their academic goals as indicated in their IEPs.	N/A	80%	IEP academic goal achievement	annually

Strategy/Activity 1 - ELA Professional Learning for Students in our Subgroups

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

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

***Strategy/Activity - Description**

These new percentage goals were based upon results from FAST aReading Scores from spring of 2021 and current information about individual students from monitoring meetings. To assist with the increase of achievement by students in our subgroups, teachers will be provided with professional development and collaboration during instructional time in the area of co-teaching, IEP goal development, addressing the needs of students in our special education programs, creating lessons that implement strategies and scaffolds for students who are learning English, and Designated English Language Development. Visiting teachers will be funded as release time for professional development, and classroom resources and materials will be purchased in the best interest of these subgroups, according to student and teacher needs.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01665I	These funds will be used for visiting teachers to release classroom teachers, so they may meet in PLCs to analyze data and plan accordingly, for student achievement.
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	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 : N01662V	These funds will be sued to purchase classroom supplies such as journals, pencils, whiteboards, markers, etc to support academic growth toward grade level standards.

Strategy/Activity 2 - Strategic Support for Students in our Subgroups

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

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

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01662V	Supplies		\$2,137.00	\$2,137.00	0166-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		These funds will be used to purchase classroom supplies such as journals, pencils, whiteboards, markers, etc to support academic growth toward grade level standards.
N01665I	Prof&Curriclm Dev Vist Tchr		\$7,000.00	\$8,666.70	0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		These funds will be used for visiting teachers to release classroom teachers, so they may meet in PLCs to analyze data and plan accordingly, for student success.

Strategy/Activity 3 - Math Professional Learning for Students in our Subgroups

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

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

***Strategy/Activity - Description**

To assist with the increase of achievement by students in these subgroups, teachers will be provided with professional development and collaboration time during instructional time in the area of co-teaching for in-person learning, IEP goal development, addressing the needs of students in our special education programs, creating lessons that implement strategies and scaffolds for students who are in our subgroups. Visiting teachers will be funded as release time for professional development, and classroom resources and materials will be purchased in the best interest of these subgroups, according to student and teacher needs.

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*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
	Prof&Curriclm Dev Vist Tchr				0166-09800-00-1192-1000-1110-01000-0000	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 : N01665I	These funds will be used for visiting teachers to release classroom teachers, so they may meet in PLCs to analyze data and plan accordingly, for student achievement.
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	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 : N01662V	These funds will be used to purchase classroom supplies such as journals, pencils, whiteboards, markers, etc to support academic growth toward grade level standards.

Strategy/Activity 4 - Strategic Support for Students in our Subgroups

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

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

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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Prof&Curriclm Dev Vist Tchr				0166-09800-00-1192-1000-1110-01000-0000	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 : N01665I	These funds will be sued for visiting teachers to release classroom teachers, so they may meet in PLCs to analyze data and plan accordingly, for student achievement.
Supplies				0166-09800-00-4301-1000-1110-01000-0000	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 : N01662V	These funds will be sued to purchase classroom supplies such as journals, pencils, whiteboards, markers, etc to support academic growth toward grade level standards.

Strategy/Activity 5 - Professional Learning to Support Multilingual Learners

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

To increase student achievement in this area, teachers will be provided release time to meet in their grade level PLCs for focused planning of integrated and designated ELD strategies and collaboration to support our Multilingual Learners. Teachers may also participate in lesson study, cross classroom observations, and training offered through SDUSD. Funding will be allocated for release time and materials and supplies necessary to support our Multilingual Learners.

*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
N01669F	Classroom Teacher Hrly		\$3,096.00	\$3,833.16	0166-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		These funds will be used for teacher support with ELCAP assessments and data analysis to plan lessons accordingly.
	Prof&Curriclm Dev Vist Tchr				0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High	These funds will be used for visiting teachers to release classroom teachers, so they may meet in PLCs to analyze data

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								Expectations for All Ref Id : N01665I	and plan accordingly, for student achievement.
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	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 : N01662V	These funds will be sued to purchase classroom supplies such as journals, pencils, whiteboards, markers, etc to support academic growth toward grade level standards.

Strategy/Activity 6 - Strategic Support for Students in this Subgroup

*Students to be served by this Strategy/Activity

Students who are Multilingual Learners will benefit from this strategy.

*Strategy/Activity - Description

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

*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
	Prof&Currielm Dev Vist Tchr				0166-09800-00-1192-1000-1110-01000-0000	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 : N01665I	These funds will be used for visiting teachers to release classroom teachers, so they may meet in PLCs to analyze data and plan accordingly, for student achievement.
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	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 : N01662V	These funds will be sued to purchase classroom supplies such as journals, pencils, whiteboards, markers, etc to support academic growth toward grade level standards.

7. Professional Learning for Students with Disabilities

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

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

***Strategy/Activity - Description**

Our Special Education Department will provide Inclusion training to ensure students with disabilities are being supported within our general education classrooms. Our case managers will also continue to collaborate with our general education teachers to ensure alignment and support of classroom lessons, achievement toward IEP goals, and foundational skills to meet grade level standards. Funding for materials and supplies to enhance student learning will be provided, as necessary. Teachers will also be provided with additional PLC time during instructional minutes to collaborate and discuss supports necessary for our students with disabilities, based upon formal and informal assessments.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N01665I	These funds will be used for visiting teachers to release classroom teachers, so they may meet in PLCs to analyze data and plan accordingly, for student achievement.
	Supplies				0166-09800-00-4301-1000-1110-01000-0000	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 : N01662V	These funds will be sued to purchase classroom supplies such as journals, pencils, whiteboards, markers, etc to support academic growth toward grade level standards.

Strategy/Activity 8 - Strategies to Support Students with Disabilities***Students to be served by this Strategy/Activity**

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

***Strategy/Activity - Description**

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

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

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

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).

At Kumeyaay, parent involvement is instrumental to support our students and community. Parents have many opportunities to become involved through volunteering inside or outside the classroom and participating in School Site Council and our Site Governance Team. Families also attend monthly Tribal Meetings, Family Fridays, and Parent Involvement Day. These have been successful as indicated by varying degrees of attendance. This year, we intend to provide more opportunities for our families to participate and volunteer, following SDUSD safety guidelines.

***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).

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

***Changes**

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

Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

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

The most current CAL-SCHLS data indicates twenty percent, approximately 36, of the 178 parents who responded, responded positively to questions regarding participation in decision making at Kumeyaay. Our goal is to increase the percentage of parents who participate in the decision making process by encouraging attendance at our SSC and SGT meetings. Our parent participation rate is high on typical years, yet varies based upon the activity and event. On typical years, school functions, such as teacher conferences, classroom celebrations, and Family Involvement Day, participation rates extend from 90% to 95%. Parent participation rates for school committees, such as SSC and SGT, is less than 1%.

*Identified Need

In relation to Parent Engagement, six questions are referenced in the 2022 CAL-SCLS parent survey. The average percent of families strongly agreeing and agreeing to questions regarding parent engagement is 86%. Based upon this data, our new percentage goal for family engagement, according to this survey, is 90%.

Additional parent participation is necessary and encouraged at SGT meetings to provide input regarding school site decisions, budget funding options, and our yearly student achievement goals. Currently, an average of 8 parents attend these meetings. Our goal is to increase parent attendance to 15 parent participates.

Due to COVID restrictions, baseline data for parent volunteers in the 2022 school year is not available. Our goal for parent volunteers is 80 parents who volunteer inside or outside of the classrooms.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Families who select "strongly agree" and "agree" to questions in the Family Engagement portion of the CAL-SCHLS parent survey.	86%	90%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
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Kumeyaay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Volunteers	Increase parents who volunteer either in the classroom or outside of the classroom	N/A due to COVID restrictions last year	20% (80/400 parents)	Attendance
June 2023	SGT	Increase parent attendance at SGT meetings	8 parents	15 parents	Meeting Attendance

Strategy/Activity 1 - Strategic Support

*Families to be served by this Strategy/Activity

All families are encouraged to participate in a variety of parent meetings, including SGT. These meetings will be well advertised and welcoming for our families. Volunteering is also highly encouraged through our classroom communication systems, meetings with the principal, and our weekly newsletters.

*Strategy/Activity - Description

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

APPENDICES

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

APPENDIX A**BUDGET SUMMARY**

Kumeyaay Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 14,637

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

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

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 14,637
[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): \$ 14,637

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 14,637

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Kumeyaay Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$3,096.00
Kumeyaay Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$7,000.00
Kumeyaay Elementary			3000 Benefits		0	\$2,403.86
Kumeyaay Elementary			4301 Supplies	Supplies	0	\$2,137.00
Kumeyaay Elementary		(blank) Total			0	\$14,636.86
Kumeyaay Elementary	09800 LCFF Intervention Support Total				0	\$14,636.86

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Kumeyaay Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Kumeyaay Elementary 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])

Kumeyaay Elementary is a non-Title 1 school. Our Family Engagement Policy is reviewed and approved by our SSC each year. The policy is distributed to families via our Kumeyaay newsletter. Additional components of our Family Engagement Policy may be found on Page 4 and Page 5 of this document.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Kumeyaay Elementary 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])

Kumeyaay is a non-Title 1 school.

- 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])

Kumeyaay is a non-Title 1 school.

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])

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])

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])

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])

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])

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])

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])

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])

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])

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])

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])

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Kumeyaay Elementary, 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])

San Diego Unified School District

KUMEYAAY ELEMENTARY

FAMILY ENGAGEMENT / PARENT INVOLVEMENT POLICY

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

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

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

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

All parents are encouraged to join the Kumeyaay Foundation. All parents are welcome and invited to participate in monthly Foundation meetings. The

Foundation provides regular opportunities for parent volunteering, as well as social support and fellowship.

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

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

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

APPENDIX C

SCHOOL PARENT COMPACT



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

**Parent Compact 2022-2023
(Kumeyaay 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])

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

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])

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

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

3. 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])

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

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])

- Staff and families may communicate via email and/or phone conversations on a regular basis and as needed.
- Staff will use the district provided phone interpretation services, when needed, for languages spoken and understood by family members.

San Diego Unified School District

Kumeyaay Elementary

HOME/SCHOOL COMPACT

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

School Responsibilities

Kumeyaay Elementary School will:

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

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

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

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

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

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

4. Provide parents reasonable access to staff.

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

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

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

Student Responsibilities

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

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

Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

Parent Responsibilities

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

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

PLEASE NOTE: SIGNATURES ARE NOT REQUIRED.

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
Kumeyaay
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	227	70.0	206	72.8	185	71.9	172	76.2	178	74.7	4.7	-1.5	227	63.9	207	73.9	185	73.0	173	76.3	179	69.8	5.9	-6.5
Female	121	72.7	93	83.9	89	80.9	74	83.8	77	76.6	3.9	-7.2	120	61.7	94	74.5	89	74.2	74	74.3	77	58.4	-3.3	-15.9
Male	106	67.0	113	63.7	96	63.5	98	70.4	101	73.3	6.3	2.9	107	66.4	113	73.5	96	71.9	99	77.8	102	78.4	12.0	0.6
African American	9	-	6	-	6	-	7	-	2	-	-	-	9	-	6	-	6	-	7	-	2	-	-	-
Asian	3	-	6	-	5	-	22	68.2	19	84.2	-	16.0	3	-	6	-	5	-	22	77.3	19	78.9	-	1.6
Filipino	6	-	2	-	3	-	3	-	4	-	-	-	6	-	2	-	3	-	3	-	4	-	-	-
Hispanic	47	55.3	41	58.5	38	65.8	36	66.7	41	70.7	15.4	4.0	47	46.8	41	58.5	38	57.9	37	56.8	41	58.5	11.7	1.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	2	-	2	-	0	-	1	-	-	-	2	-	2	-	2	-	0	-	1	-	-	-
White	113	72.6	106	78.3	89	74.2	77	79.2	83	75.9	3.3	-3.3	112	69.6	107	77.6	89	73.0	77	81.8	84	73.8	4.2	-8.0
Multiracial	38	68.4	33	75.8	32	71.9	27	85.2	28	67.9	-0.5	-17.3	39	69.2	33	81.8	32	75.0	27	81.5	28	67.9	-1.3	-13.6
English Learner	8	-	9	-	15	33.3	15	26.7	2	-	-	-	8	-	9	-	15	53.3	15	26.7	2	-	-	-
English-Speaking	219	70.3	197	75.6	170	75.3	157	80.9	176	75.6	5.3	-5.3	219	64.4	198	76.3	170	74.7	158	81.0	177	70.6	6.2	-10.4
Reclassified†	13	84.6	18	72.2	12	91.7	15	100.0	13	69.2	-15.4	-30.8	13	76.9	18	77.8	12	83.3	15	86.7	13	76.9	0.0	-9.8
Initially Eng. Speaking	206	69.4	179	76.0	158	74.1	142	78.9	163	76.1	6.7	-2.8	206	63.6	180	76.1	158	74.1	143	80.4	164	70.1	6.5	-10.3
Econ. Disadv.*	44	56.8	38	57.9	39	56.4	36	61.1	40	62.5	5.7	1.4	42	47.6	38	52.6	39	64.1	36	69.4	41	43.9	-3.7	-25.5
Non-Econ. Disadv.	183	73.2	168	76.2	146	76.0	136	80.1	138	78.3	5.1	-1.8	185	67.6	169	78.7	146	75.3	137	78.1	138	77.5	9.9	-0.6
Gifted	79	87.3	69	91.3	36	80.6	32	96.9	13	92.3	5.0	-4.6	79	81.0	69	88.4	36	88.9	32	100.0	13	84.6	3.6	-15.4
Not Gifted	148	60.8	137	63.5	149	69.8	140	71.4	165	73.3	12.5	1.9	148	54.7	138	66.7	149	69.1	141	70.9	166	68.7	14.0	-2.2
With Disabilities	21	42.9	17	35.3	14	14.3	19	26.3	12	58.3	15.4	32.0	20	35.0	17	35.3	14	42.9	19	42.1	14	42.9	7.9	0.8
WO Disabilities	206	72.8	189	76.2	171	76.6	153	82.4	166	75.9	3.1	-6.5	207	66.7	190	77.4	171	75.4	154	80.5	165	72.1	5.4	-8.4
Homeless	0	-	2	-	1	-	0	-	1	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	38	60.5	31	61.3	23	65.2	16	81.3	24	75.0	14.5	-6.3	40	42.5	31	54.8	23	65.2	16	75.0	13	61.5	19.0	-13.5

* 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
Kumeyaay
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	93	77.4	53	75.5	58	56.9	0	-	57	77.2	-0.2	-	93	73.1	53	79.2	58	65.5	69	75.4	57	84.2	11.1	8.8
Female	55	78.2	17	88.2	27	70.4	0	-	24	83.3	5.1	-	55	69.1	17	82.4	27	77.8	33	75.8	24	75.0	5.9	-0.8
Male	38	76.3	36	69.4	31	45.2	0	-	33	72.7	-3.6	-	38	78.9	36	77.8	31	54.8	36	75.0	33	90.9	12.0	15.9
African American	5	-	1	-	2	-	0	-	1	-	-	-	5	-	1	-	2	-	2	-	1	-	-	-
Asian	2	-	3	-	2	-	0	-	1	-	-	-	2	-	3	-	2	-	9	-	1	-	-	-
Filipino	1	-	1	-	0	-	0	-	2	-	-	-	1	-	1	-	0	-	1	-	2	-	-	-
Hispanic	9	-	11	63.6	16	62.5	0	-	14	78.6	-	-	9	-	11	72.7	16	56.3	12	58.3	14	78.6	-	20.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
White	56	80.4	27	77.8	21	61.9	0	-	30	83.3	2.9	-	56	75.0	27	77.8	21	71.4	35	82.9	30	86.7	11.7	3.8
Multiracial	15	66.7	6	-	12	41.7	0	-	9	-	-	-	15	80.0	6	-	12	58.3	10	80.0	9	-	-	-
English Learner	2	-	3	-	12	33.3	0	-	0	-	-	-	2	-	3	-	12	50.0	4	-	0	-	-	-
English-Speaking	91	78.0	50	78.0	46	63.0	0	-	57	77.2	-0.8	-	91	73.6	50	82.0	46	69.6	65	80.0	57	84.2	10.6	4.2
Reclassified†	5	-	4	-	3	-	0	-	2	-	-	-	5	-	4	-	3	-	4	-	2	-	-	-
Initially Eng. Speaking	86	79.1	46	76.1	43	60.5	0	-	55	76.4	-2.7	-	86	74.4	46	80.4	43	67.4	61	78.7	55	83.6	9.2	4.9
Econ. Disadv.*	11	63.6	12	58.3	17	47.1	0	-	15	80.0	16.4	-	11	72.7	12	58.3	17	47.1	14	71.4	16	68.8	-3.9	-2.6
Non-Econ. Disadv.	82	79.3	41	80.5	41	61.0	0	-	42	76.2	-3.1	-	82	73.2	41	85.4	41	73.2	55	76.4	41	90.2	17.0	13.8
Gifted	28	89.3	12	100.0	10	60.0	0	-	13	92.3	3.0	-	28	85.7	12	91.7	10	100.0	15	100.0	13	84.6	-1.1	-15.4
Not Gifted	65	72.3	41	68.3	48	56.3	0	-	57	77.2	4.9	-	65	67.7	41	75.6	48	58.3	54	68.5	57	84.2	16.5	15.7
With Disabilities	3	-	3	-	6	-	0	-	2	-	-	-	3	-	3	-	6	-	5	-	3	-	-	-
WO Disabilities	90	77.8	50	80.0	52	61.5	0	-	55	78.2	0.4	-	90	73.3	50	84.0	52	69.2	64	78.1	54	87.0	13.7	8.9
Homeless	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	15	73.3	4	-	9	-	0	-	10	90.0	16.7	-	15	66.7	4	-	9	-	6	-	6	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	64.2	83	74.7	49	73.5	0	-	54	66.7	2.5	-	68	66.2	83	86.7	49	79.6	60	68.3	55	58.2	-8.0	-10.1
Female	30	66.7	46	84.8	17	82.4	0	-	25	64.0	-2.7	-	31	58.1	46	84.8	17	70.6	26	69.2	25	36.0	-22.1	-33.2
Male	37	62.2	37	62.2	32	68.8	0	-	29	69.0	6.8	-	37	73.0	37	89.2	32	84.4	34	67.6	30	76.7	3.7	9.1
African American	2	-	3	-	2	-	0	-	0	-	-	-	2	-	3	-	2	-	3	-	0	-	-	-
Asian	0	-	2	-	3	-	0	-	8	-	-	-	0	-	2	-	3	-	8	-	8	-	-	-
Filipino	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	0	-	1	-	-	-
Hispanic	22	50.0	11	63.6	11	72.7	0	-	10	70.0	20.0	-	22	54.5	11	72.7	11	63.6	16	56.3	10	50.0	-4.5	-6.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	0	-	1	-	-	-	0	-	2	-	0	-	0	-	1	-	-	-
White	28	67.9	47	76.6	22	68.2	0	-	26	61.5	-6.4	-	28	78.6	47	87.2	22	77.3	22	68.2	27	63.0	-15.6	-5.2
Multiracial	11	72.7	14	85.7	7	-	0	-	8	-	-	-	12	75.0	14	92.9	7	-	11	72.7	8	-	-	-
English Learner	5	-	1	-	3	-	0	-	1	-	-	-	5	-	1	-	3	-	8	-	1	-	-	-
English-Speaking	62	64.5	82	75.6	46	76.1	0	-	53	67.9	3.4	-	63	68.3	82	86.6	46	80.4	52	75.0	54	59.3	-9.0	-15.7
Reclassified†	3	-	6	-	4	-	0	-	4	-	-	-	3	-	6	-	4	-	6	-	4	-	-	-
Initially Eng. Speaking	59	62.7	76	78.9	42	73.8	0	-	49	69.4	6.7	-	60	66.7	76	85.5	42	78.6	46	73.9	50	58.0	-8.7	-15.9
Econ. Disadv.*	18	66.7	11	54.5	11	63.6	0	-	12	50.0	-16.7	-	18	55.6	11	81.8	11	81.8	13	53.8	12	33.3	-22.3	-20.5
Non-Econ. Disadv.	49	63.3	72	77.8	38	76.3	0	-	42	71.4	8.1	-	50	70.0	72	87.5	38	78.9	47	72.3	43	65.1	-4.9	-7.2
Gifted	26	84.6	26	84.6	7	-	0	-	1	-	-	-	26	88.5	26	96.2	7	-	10	100.0	1	-	-	-
Not Gifted	41	51.2	57	70.2	42	71.4	0	-	53	67.9	16.7	-	42	52.4	57	82.5	42	78.6	50	62.0	54	57.4	5.0	-4.6
With Disabilities	9	-	4	-	3	-	0	-	5	-	-	-	9	-	4	-	3	-	11	36.4	6	-	-	-
WO Disabilities	58	67.2	79	75.9	46	78.3	0	-	49	67.3	0.1	-	59	71.2	79	87.3	46	80.4	49	75.5	49	61.2	-10.0	-14.3
Homeless	0	-	2	-	1	-	0	-	1	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	12	50.0	14	64.3	3	-	0	-	6	-	-	-	13	38.5	14	71.4	3	-	10	70.0	1	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	65.7	70	68.6	78	82.1	0	-	67	79.1	13.4	-	66	48.5	71	54.9	78	74.4	44	88.6	67	67.2	18.7	-21.4
Female	36	69.4	30	80.0	45	86.7	0	-	28	82.1	12.7	-	34	52.9	31	54.8	45	73.3	15	80.0	28	64.3	11.4	-15.7
Male	31	61.3	40	60.0	33	75.8	0	-	39	76.9	15.6	-	32	43.8	40	55.0	33	75.8	29	93.1	39	69.2	25.4	-23.9
African American	2	-	2	-	2	-	0	-	1	-	-	-	2	-	2	-	2	-	2	-	1	-	-	-
Asian	1	-	1	-	0	-	0	-	10	90.0	-	-	1	-	1	-	0	-	5	-	10	90.0	-	-
Filipino	4	-	0	-	2	-	0	-	1	-	-	-	4	-	0	-	2	-	2	-	1	-	-	-
Hispanic	16	56.3	19	52.6	11	63.6	0	-	17	64.7	8.4	-	16	31.3	19	42.1	11	54.5	9	-	17	47.1	15.8	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
White	29	62.1	32	81.3	46	82.6	0	-	27	81.5	19.4	-	28	50.0	33	63.6	46	71.7	20	95.0	27	70.4	20.4	-24.6
Multiracial	12	66.7	13	61.5	13	92.3	0	-	11	81.8	15.1	-	12	50.0	13	61.5	13	84.6	6	-	11	63.6	13.6	-
English Learner	1	-	5	-	0	-	0	-	1	-	-	-	1	-	5	-	0	-	3	-	1	-	-	-
English-Speaking	66	65.2	65	73.8	78	82.1	0	-	66	80.3	15.1	-	65	47.7	66	59.1	78	74.4	41	90.2	66	68.2	20.5	-22.0
Reclassified†	5	-	8	-	5	-	0	-	7	-	-	-	5	-	8	-	5	-	5	-	7	-	-	-
Initially Eng. Speaking	61	62.3	57	71.9	73	82.2	0	-	59	81.4	19.1	-	60	45.0	58	60.3	73	75.3	36	91.7	59	67.8	22.8	-23.9
Econ. Disadv.*	15	40.0	15	60.0	11	63.6	0	-	13	53.8	13.8	-	13	15.4	15	26.7	11	72.7	9	-	13	23.1	7.7	-
Non-Econ. Disadv.	52	73.1	55	70.9	67	85.1	0	-	54	85.2	12.1	-	53	56.6	56	62.5	67	74.6	35	88.6	54	77.8	21.2	-10.8
Gifted	25	88.0	31	93.5	19	89.5	0	-	12	100.0	12.0	-	25	68.0	31	80.6	19	84.2	7	-	12	83.3	15.3	-
Not Gifted	42	52.4	39	48.7	59	79.7	0	-	55	74.5	22.1	-	41	36.6	40	35.0	59	71.2	37	86.5	55	63.6	27.0	-22.9
With Disabilities	9	-	10	40.0	5	-	0	-	5	-	-	-	8	-	10	30.0	5	-	3	-	5	-	-	-
WO Disabilities	58	70.7	60	73.3	73	86.3	0	-	62	80.6	9.9	-	58	51.7	61	59.0	73	76.7	41	90.2	62	67.7	16.0	-22.5
Homeless	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	11	54.5	13	53.8	11	81.8	0	-	8	-	-	-	12	16.7	13	30.8	11	72.7	0	-	6	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: KUMEYAAY ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Professional Learning for Students with Social Emotional Needs

***Strategy/Activity - Description**

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

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

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.
Prof&Curriclm	--	--	09800-1192	PLC release time.	During the 2021-	Due to the limited	Teachers will meet

Kumeyaay Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Dev Vist Tchr					<p>2022 school year, teachers met frequently to discuss strategies to increase a safe and collaborative environment for our students and families. Student social-emotional needs were unique this year, due to the challenges of learning through the pandemic. Our teachers sought SDUSD mental health and behavioral resources for our students and worked closely with our school nurse and counselor.</p>	<p>number of staffing throughout SDUSD, visiting teachers were not available to release teachers for PLC meetings or monitoring meetings. Teachers met outside of school hours to discuss student needs and plan lessons. Meeting time was limited.</p>	<p>in PLCs during school hours to discuss the social-emotional needs of our students and collaborate with SDUSD resources for support. PLC meetings will be guided and focused upon the continuous improvement of our support of students and our culture of inclusivity and kindness.</p>
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Goal 2 - English Language Arts

ELA Professional Learning for Students in our Subgroups

***Strategy/Activity - Description**

These new percentage goals were based upon results from FAST aReading Scores from spring of 2021 and current information about individual students from monitoring meetings. To assist with the increase of achievement by students in our subgroups, teachers will be provided with professional development and collaboration during instructional time in the area of co-teaching, IEP goal development, addressing the needs of students in our special education programs, creating lessons that implement strategies and scaffolds for students who are learning English, and Designated English Language Development. Visiting teachers will be funded as release time for professional development, and classroom resources and materials will be purchased in the best interest of these subgroups, according to student and teacher needs.

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

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		\$4,553.00	09800-4301	Supplemental supplies such as classroom library	Teaching supplies to support our multi-lingual learners	Funds originally allocated for supplies were	These funds are valued as support for teacher

Kumeyaay Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				books, teacher resource books, and scaffold supports.	were purchased. These resources greatly benefited students in their reading skills.	approved to be used for tutoring small groups of selected students in need of academic support. Additional supplies needed to support students in our subgroups were purchased from an alternative source.	resources for students in our subgroups. Resources must be focused upon foundational skills in reading and writing specific to student needs. During PLCs, assessment data will be collected to determine needs associated with specific classroom resources for teachers. This funding will be advertised for those in need.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.	During the 2021-2022 school year, teachers met frequently to discuss strategies to support students in our subgroups with their foundational skills in reading and writing. Planning decisions for differentiated instruction were made based upon formal and informal assessments. When	Due to the limited number of staffing throughout SDUSD, visiting teachers were not available to release teachers for PLC meetings or monitoring meetings. Teachers met outside of school hours to discuss student needs and plan lessons. Meeting time was limited	Teachers will meet in PLCs during school hours to discuss supports for students in our subgroups, specifically in reading and writing. Instructional decisions will be made based upon formal and informal data discussed at these meetings.

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					applicable, teachers also collaborated with our special education case managers.		
Strategic Support for Students in our Subgroups							
*Strategy/Activity - Description							
Funding will be used to release teachers during instructional time to meet in grade level PLCs. During this time, teachers will analyze formal and informal assessment data to make informed decisions about lesson planning and strategies implemented within their lessons to support these subgroups and all students. Instructional materials may also be purchased to support students in these subgroups.							
*Proposed Expenditures for this Strategy/Activity							
<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.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC Release Time	During the 2021-2022 school year,	Due to the limited number of staffing	Teachers will meet in PLCs during

Kumeyaay Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>teachers met frequently to discuss strategies to support students in our subgroups with their foundational skills in reading and writing. Planning decisions for differentiated instruction were made based upon formal and informal assessments. When applicable, teachers also collaborated with our special education case managers.</p>	<p>throughout SDUSD, visiting teachers were not available to release teachers for PLC meetings or monitoring meetings. Teachers met outside of school hours to discuss student needs and plan lessons. Meeting time was limited</p>	<p>school hours to discuss supports for students in our subgroups, specifically in reading and writing. Instructional decisions will be made based upon formal and informal data discussed at these meetings.</p>
Supplies	--	--	09800-4301	Supplemental supports such as classroom library books, teacher resource books, and scaffold supports.	<p>Teaching supplies to support our multi-lingual learners were purchased. These resources greatly benefited students in their reading skills.</p>	<p>Funds originally allocated for supplies were approved to be used for tutoring small groups of selected students in need of academic support. Additional supplies needed to support students in our subgroups were purchased from an alternative source.</p>	<p>These funds are valued as support for teacher resources for students in our subgroups. Resources must be focused upon foundational skills in reading and writing specific to student needs. During PLCs, assessment data will be collected to determine needs associated with</p>

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							specific classroom resources for teachers. This funding will be advertised for those in need.

Goal 3 - Mathematics

Math Professional Learning for Students in our Subgroups

***Strategy/Activity - Description**

To assist with the increase of achievement by students in these subgroups, teachers will be provided with professional development and collaboration time during instructional time in the area of co-teaching for in-person learning, IEP goal development, addressing the needs of students in our special education programs, creating lessons that implement strategies and scaffolds for students who are in our subgroups. Visiting teachers will be funded as release time for professional development, and classroom resources and materials will be purchased win the best interest of these subgroups, according to student and teacher needs.

***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.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.	During the 2021-2022 school year, teachers met frequently to	Due to the limited number of staffing throughout SDUSD, visiting teachers	Teachers will meet in PLCs during school hours to discuss supports for

Kumeyaay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>discuss strategies to support students in our subgroups with their foundational skills in math. Planning decisions for differentiated instruction were made based upon formal and informal assessments. When applicable, teachers also collaborated with our special education case managers.</p>	<p>were not available to release teachers for PLC meetings or monitoring meetings. Teachers met outside of school hours to discuss student needs and plan lessons. Meeting time was limited.</p>	<p>students in our subgroups, specifically in math. Instructional decisions will be made based upon formal and informal data discussed at these meetings.</p>
--	--	--	--	--	--	--	---

Strategic Support for Students in our Subgroups

***Strategy/Activity - Description**

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

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

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

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					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.	During the 2021-2022 school year, teachers met frequently to discuss strategies to support students in our subgroups with their foundational skills in math. Planning decisions for differentiated instruction were made based upon formal and informal assessments. When applicable, teachers also collaborated with our special education case managers.	Due to the limited number of staffing throughout SDUSD, visiting teachers were not available to release teachers for PLC meetings or monitoring meetings. Teachers met outside of school hours to discuss student needs and plan lessons. Meeting time was limited	Teachers will meet in PLCs during school hours to discuss supports for students in our subgroups, specifically in math. Instructional decisions will be made based upon formal and informal data discussed at these meetings.
Supplies	--	--	09800-4301	Supplemental supplies such as classroom library books, teacher resource books, and scaffold supports.	Teaching supplies to increase foundational skills in math were not purchased from these funds this year.	Funds originally allocated for supplies were approved to be used for tutoring small groups of selected students in	These funds are valued as support for teacher resources for students in our subgroups. Resources must be

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						<p>need of academic support. Additional supplies needed to support students in our subgroups in math were purchased from an alternative source.</p>	<p>focused upon foundational skills in math specific to student needs. During PLCs, assessment data will be collected to determine needs associated with specific classroom resources for teachers. This funding will be advertised for those in need.</p>
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Goal 4- Supporting English Learners

Professional Learning to Support English Learners

***Strategy/Activity - Description**

To increase student achievement in this area, teachers will be provided release time to meet in their grade level PLCs for focused planning of integrated and designated ELD strategies and collaboration to support our English Learners. Teachers may also participate in lesson study, cross classroom observations, and training offered through SDUSD. Funding will be allocated for release time and materials and supplies necessary to support our English Learners.

***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.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.	Teaching supplies to support our multi-lingual learners were purchased. These resources	Funds originally allocated for supplies were approved to be used for tutoring	These funds are valued as support for teacher resources for students in our

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					greatly benefited students in their reading skills.	small groups of selected students in need of academic support. Additional supplies needed to support students in our subgroups were purchased from an alternative source.	subgroups. Resources must be focused upon foundational skills specific to student needs. During PLCs, assessment data will be collected to determine needs associated with specific classroom resources for teachers. This funding will be advertised for those in need.
Supplies	--	--	09800-4301	Supplemental supplies such as classroom library books, teacher resource books, and scaffold supports.e.	Teaching supplies to support our multi-lingual learners were purchased. These resources greatly benefited students in their foundational skills.	Funds originally allocated for supplies were approved to be used for tutoring small groups of selected students in need of academic support. Additional supplies needed to support students in our subgroups were purchased from an alternative source.	These funds are valued as support for teacher resources for students in our subgroups. Resources must be focused upon foundational skills in reading and writing specific to student needs. During PLCs, assessment data will be collected to determine needs associated with specific classroom resources for teachers. This

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								funding will be advertised for those in need.
Strategic Support for Students in this Subgroup								
*Strategy/Activity - Description								
Teachers will be provided with the necessary classroom materials and supplies to support ELs during online and in-person learning, along with research based texts that assist with understanding specific strategies used to teach English Learners.								
*Proposed Expenditures for this Strategy/Activity								
<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.	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	PLC release time.	Teaching supplies to support our multi-lingual learners were purchased. These resources	Funds originally allocated for supplies were approved to be used for tutoring	These funds are valued as support for teacher resources for students in our	

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					greatly benefited students in their reading skills.	small groups of selected students in need of academic support. Additional supplies needed to support students in our subgroups were purchased from an alternative source.	subgroups. Resources must be focused upon foundational skills specific to student needs. During PLCs, assessment data will be collected to determine needs associated with specific classroom resources for teachers. This funding will be advertised for those in need.
Supplies	--	--	09800-4301	Supplemental supplies such as classroom library books, teacher resource books, and scaffold supports.	Teaching supplies to support our multi-lingual learners were purchased. These resources greatly benefited students in their foundational skills.	Funds originally allocated for supplies were approved to be used for tutoring small groups of selected students in need of academic support. Additional supplies needed to support students in our subgroups were purchased from an alternative source.	These funds are valued as support for teacher resources for students in our subgroups. Resources must be focused upon foundational skills in reading and writing specific to student needs. During PLCs, assessment data will be collected to determine needs associated with specific classroom resources for teachers. This

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							funding will be advertised for those in need.

Goal 5 - Supporting Students with Disabilities

Professional Learning for Students with Disabilities

***Strategy/Activity - Description**

Our para-educators will participate in District provided professional developments to further support our students with disabilities. Our case managers will continue to collaborate with our general education teachers to ensure alignment and support of classroom lessons, achievement toward IEP goals, and foundational skills to meet grade level standards. Funding for materials and supplies to enhance student learning will be provided, as necessary. Teachers will also be provided with additional PLC time during instructional minutes to collaborate and discuss supports necessary for our students with disabilities, based upon formal and informal assessments.

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

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.
Prof&Curriclm Dev Vist Tchr		\$8,749.72	09800-1192	PLC release time.	During the 2021-2022 school year, teachers met frequently to	Due to the limited number of staffing throughout SDUSD, visiting teachers	Teachers will meet in PLCs during school hours to discuss academic

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					<p>discuss strategies to support students with disabilities in their foundational skills in reading and writing. Planning decisions for differentiated instruction were made based upon formal and informal assessments. When applicable, teachers also collaborated with our special education case managers.</p>	<p>were not available to release teachers for PLC meetings or monitoring meetings. Teachers met outside of school hours to discuss student needs and plan lessons. Meeting time was limited.</p>	<p>and social-emotional supports for students with disabilities. Instructional decisions will be made based upon formal and informal data discussed at these meetings.</p>
Supplies	--	--	09800-4301	<p>Supplemental supplies, such as classroom library books, teacher resource books, and scaffold supports.</p>	<p>Teaching supplies to support students with disabilities were purchased. These resources greatly benefited students in their foundational skills.</p>	<p>Funds originally allocated for supplies were approved to be used for tutoring small groups of selected students in need of academic support. Additional supplies needed to support students in our subgroups were purchased from an alternative source.</p>	<p>These funds are valued as support for teacher resources for students in our subgroups. Resources must be focused upon foundational skills in reading and writing specific to student needs. During PLCs, assessment data will be collected to determine needs associated with specific classroom resources for</p>

							<p>teachers. This funding will be advertised for those in need.</p>
<p>What are my leadership strategies in service of the goals?</p>							
<p>At Kumeyaay, we strive to ensure all students are working to the best of their abilities with high expectations to meet grade level standards and beyond. Students in our sub-groups are closely monitored during the year for grade level progress and achievement. During monitoring meetings, teachers meet with the principal to discuss individual students in our subgroups. If a student is in need of additional support, individual goals are created in reading, writing and math, to assist the student with the necessary foundational skills to achieve grade level standards. These goals are focused upon during whole group and small group lessons. When the student has met these goals, we celebrate! Then, the classroom teacher creates new goals to further skills in reading, writing, and/or math.</p> <p>In addition, teachers plan in their Professional Learning Community (PLCs), grade level teams. During these meetings, individual student progress is discussed, assessment data is analyzed for next steps, lessons are meaningfully planned based upon assessment information and student needs, and teachers prepare to implement new strategies for student achievement. Cross classroom lesson observations are also planned and implemented for new ideas and to refine our teaching skills.</p> <p>Teachers are also provided with many opportunities for professional learning throughout the year. These opportunities are provided at school on Professional Development days and by SDUSD. Training offered has multiple foci, including strategies to support multi-lingual learners and students with disabilities in the core academic areas, engagement, assessment techniques, monitoring strategies, meaningful planning, etc.</p>							