

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kimberly Elementary School	36-67843-6036511	October 28, 2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Assistance Title 1

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and

LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In regular school years in January or February, the Kimberly School Site Council administers an electronic Parent Survey and makes hard copies available in the school office. Results of this survey are discussed during the April school site council meeting and are made available in the school office. The survey was not given in the 2020-21 school year due to distance learning.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are completed by the Kimberly School administration on a regular basis to ensure that students are receiving the core academic program.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Kimberly Elementary School staff understands the importance of appropriate assessment methods and tools to ensure that each student is able to make progress in developing skills and knowledge in the areas of language arts and mathematics. The staff regularly uses a variety of formal and informal assessment instruments to monitor and assess student achievement. Some of these assessments include the CAASPP Smarter Balanced Summative Assessment (SBAC), district benchmarks, ESGI, teacher-developed assessments, teacher observations, STAR Reading and Early Literacy, Running Record and miscue analysis instruments such as DIBELS, student work samples with rubrics, STAR Math, Accelerated Reader (AR) quizzes, and textbook assessments that are aligned to the Common Core Standards. Special needs students receive additional assessments to monitor growth based on their IEP. These include the Mini Battery of Achievement (MBA), the California Alternate Assessment (CAA), and the COGAT Exam. Modifications include small group administration, reading of questions to students, extended time periods and use of aids and/or manipulatives. Redlands USD benchmarks in ELA and Mathematics evaluate the mastery of standards during the year. The results are available to teachers for analysis and guidance for future instruction through Illuminate or CAASPP. This information also helps to identify at-risk students. Teachers share valuable information and teaching strategies on a continuing basis in order to grow professionally and benefit the entire school population. Teachers work in grade levels to examine both strengths and areas for potential growth in language arts and mathematics. This allows teachers to identify reteaching and intervention resources. In addition, the need for possible modification of individual classroom strategies is discussed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Kimberly School staff analyzes schoolwide, grade level, and/or classroom data to determine progress toward the standards and identify areas of need. In addition, Accelerated Reader (AR) reports and Renaissance STAR Reading/Early Literacy programs are used to monitor student progress in their reading and reading comprehension. STAR Math is used to monitor student progress in mathematics.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Instruction is provided by highly qualified teachers and paraprofessionals, as outlined by the Every Student Succeeds Act (ESSA) requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately credentialed in their current teaching positions. Kimberly School teachers have received training in the past three years in the following areas: Common Core social-studies, English learner development, rubric-based writing, Accelerated Math, and instructional technology tools.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional staff development is encouraged and supported both at the District level and at the site level. Redlands Unified School District's Educational Services Division sponsors professional development training in a variety of areas, including writing, English Learner Development standards, and instructional technology to support the rigorous expectations of Common Core and 21st century learning. All District training is aligned with the California Standards for the Teaching Profession as well. There has also been extensive staff development to improve instruction of Common Core State Standards using district adopted math, ELA, and social-studies curriculum.

New teachers are hired at the district level and supported in many ways. Through the Beginning Teacher Support and Assessment (BTSA) program new teachers receive on-going support and training. Teachers are given the option of choosing which in-services will meet their needs, as well as the needs of their students. Some in-services that teachers may choose include: IST Training, Effective Strategies for the Combination Classroom, Designing Effective Instruction, Effective Strategies to Support English Learners.

Kimberly teachers are provided frequent opportunities to collaborate at grade level meetings, general staff meetings, and Kimberly Leadership Team meetings. At these meetings teachers support the school vision by discussing curriculum, intervention strategies, SMART goals, programs for special needs students, school discipline, professional development training, and the PeaceBuilder program. More importantly, teachers collaborate to share current research and practices, student work and classroom strategies in an effort to continually learn new ways of aligning classroom practices with the standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Redlands Unified School District, Kimberly School staff, and Kimberly administrators provide instructional support and assistance to all teachers. Grade level teams meet several times each year with the school's intervention teachers to discuss strategies and best practices. Guest instructors, the principal, and/or service providers conduct professional development training during staff meetings and follow-up support. New teachers are mentored through the Beginning Teacher Support and Assessment program (BTSA) with a one-on-one support provider as well as by the principal and/or the assistant principal.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Kimberly School staff meet regularly and frequently for collaboration so that teachers may focus on the use of assessment data and data review to strengthen the core program. These opportunities provide staff time to review assessment results, discuss data in meaningful ways, examine the implications, make instructional decisions, and plan lesson delivery. Grade level meetings are held three times each month to review and plan instruction based on data and to discuss intervention strategies. District-sponsored professional development in writing and social-studies has also provided opportunities for collaboration by grade level.

During the regular school year, Kimberly School has four (4) shortened days for staff development (where students are released at 11:35am) and one full day for staff development in the Fall. These days are used for discussion of Common Core, new curriculum, innovation, and other professional development topics.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All Kimberly teachers implement Common Core State Standards in language arts and mathematics and the State Framework in social studies. The Next Generation Science Standards are being integrated into existing curriculum until the adoption of new curriculum. Kimberly Elementary School is dedicated to the development and success of every student.

Student data is gathered from year-end assessments to be used to determine student needs. Every teacher uses the District's Scope and Sequence Guides to plan daily instruction. In addition, parents are made aware of the standards at Back-to-School Night, parent teacher conferences, and other opportunities. Common Core State Standards are printed on the back of student report cards. Curriculum guides are available on the District website.

The Library Media Clerk and teachers work closely on the Accelerated Reader (AR) Program. This program consists of leveled reading books that correlate with the curriculum. In addition, the school library provides leveled books to accommodate the diverse reading levels in the classroom and the majority of individual classrooms have a broad collection of labeled AR books. Additional books are purchased each year to support beginning readers in the primary grades. Kimberly encourages reading in other ways for students and families. All families are invited to participate in a Family Reading Night held each year. This event provides opportunities for parents to learn different strategies for teaching reading standards at home, information about how a child's brain works, etc. During Reading Month, community readers are encouraged to come throughout the school day to read to students and every student participates in the One School, One Book event in which every student receives a free copy of a book that the entire school community (teachers, staff, parents, etc.) reads. The Accelerated Reader program encourages students to independently read books at individualized reading levels at home.

Science standards and curriculum are emphasized both during the school day as well as after school with enrichment activities, which include a school-wide STEM/Science Night. Math Common Core State Standards are met through ongoing professional development and the implementation of the Math In Focus curricular materials. History/Social Studies standards are taught via district-adopted curriculum, assemblies, programs, and field trips. In order for the staff to be

thoroughly knowledgeable about the content standards, numerous opportunities have been provided for professional development. Since the adoption of the Common Core State Standards, professional development has been offered in ELA, math, close reading, new curriculum, writing, and Thinking Maps.

A primary-grade Science Lab was developed and established during the 2010-2011 school year. This classroom is dedicated to science lessons and experiments. Teachers bring their students to the lab for a variety of "hands-on" science lessons. The Kimberly PTA helped with the purchase of special tables and chairs for our lab. Other examples of social studies and science extensions include the fourth grade "Walk through California" to experience first-hand the history of California, and the third grade trip to the Planetarium to augment the science curriculum. The room will be expanded in 2021-22 to include additional innovation resources in engineering and robotics.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors implementation of instructional time for the adopted core programs for Reading/Language Arts and Mathematics. This time is given priority and is protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District prepares and provides access to a Sequence Pacing Guide for each grade level (Transitional Kindergarten through Grade 12) for Reading/Language Arts, Mathematics, Social Studies and Science, in order for all teachers to know when and in what sequence each lesson is expected to be taught to ensure content coverage at each grade level.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In the Redlands Unified School District (RUSD) and at Kimberly Elementary School, textbooks and materials are chosen based on their alignment with the Common Core State Standards and State Frameworks. Also, teachers promote literacy by class participation in book clubs. This allows teachers to increase the classroom library and obtain sets of books that enhance the curriculum. Additional standards-based instructional materials and support is also available. A Library Media Clerk and the teachers work closely on the Accelerated Reader Program. This program consists of leveled reading books that correlate with the curriculum. The mobile Chromebook carts and classroom computers provide online support and references to the titles of many of the books in the Accelerated Reader Program. This allows the students to inquire into books at their reading level in their zone of proximal development, take reading comprehension tests, and record their progress for continued growth. In addition, our school library provides leveled book titles found in the Accelerated Reader Program to accommodate the diverse reading levels in the classroom. Teachers purchase supplemental materials for students ranging from the GATE level to low-performing students. These materials compliment district-adopted textbooks, scope and sequence, as well as the Accelerated Reader Program. In addition, the Lexia and ESGI programs are used to supplement reading and language arts instruction. Handwriting without Tears has been purchased by some teachers for use with students' fine motor skills. New curriculum for history/social science was vetted by a teacher-committee and approved for adoption by the Board of Education for the 2019-20 school year.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Kimberly School provides the most recent State Board of Education adopted core instructional programs, including accelerated interventions for Reading/Language Arts and Mathematics, with materials for every student.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Along with the core curriculum materials, Kimberly implements the Accelerated Reader Program (AR). Accelerated Reader is standards-based and is used as a supplemental program for additional teaching practices, as well as a key component of the reading intervention program. Students who are underperforming are referred to an Intervention Support Team Meeting. The IST Team is comprised of parents, present and former teachers, school counselor, psychologist, speech and language pathologist, and administrator as needed. If the interventions implemented through IST level I and II meetings prove ineffective, an IST level III meeting is held for possible recommendation and psychological assessment to determine an underlying disability. If a disability exists, the staff initiates the IEP process. The regular education program enables under-performing students to meet the standards in the following ways: cross-age tutors, reading buddies, peer buddies, in-class teacher modifications, parent volunteers, accessibility to appropriate instructional materials, technology support, team teaching, and pull-out intervention time in language arts and math. The Kimberly staff is dedicated to ensuring that the regular curriculum is accessible to all students. Special needs students are served in a variety of ways including mainstreaming opportunities and accommodations and services specific to their needs and disabilities. English Learner students receive support through both integrated instructional practices within the classroom and designated services for at least 30 minutes per day.

Evidence-based educational practices to raise student achievement

The Kimberly School staff uses research-based educational practices to raise student achievement at this school. Some of the strategies and methodologies include Professional Learning Communities (PLC), use of Elements of Learning, and training in Thinking Maps. In addition, training in various Renaissance Learning programs also have supported student achievement.

## Parental Engagement



#### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Kimberly Elementary community focuses on developing school-family support and community partnerships in order to improve school climate and programs, provide family support and services, increase and develop parenting skills, connect families and most importantly help our students succeed in school and life. Kimberly's model of forming partnerships among family and community is based on the following assumptions: 1) that an attempt will be made to utilize all available school, family and community resources; 2) that staff will support collaborative models amongst school community partnerships; 3) that partnership activities will be connected to teaching and learning; and, 4) that there will be motivation, support and assessment of student learning through curriculum planning and delivery. Kimberly's families and community partners have many opportunities to participate in school activities. Some of these agencies include the the South Coast Community Counseling program, the Redlands Assistance League's Operation School Bell and Heritage Tour Programs and their medical and dental services, the Christian Counseling Services and the YMCA on-site daycare. The city of Redlands provides opportunities for students to better know their community by encouraging field trips to the local library, police station, fire department, post office and government offices, as well as the San Bernardino County Museum. Kimberly's business partners include Shakey's Pizza, Frugal Frigate Children's Bookstore, Redlands Educational Partnership (REP) Foundation, Environmental System Research Institute (ESRI), and the California Dairy Council. The local Lowe's Store has also been a business partner and donor to Kimberly School. Students are able to participate in many community based school activities with various organizations including the Boy and Girl Scout Troops and the American Youth Soccer Organization. Kimberly School works collaboratively and in mutually respective ways by involving its families and the community partners in the education of all children and communicates with parents through a strong partnership with our Parent Teacher Association (PTA). Weekly All-Calls, the school's website and individual teacher/classroom newsletters keep parents and our community partners updated on the various activities that our school and its students are involved in. Families are also able to participate in Science and Reading Family Nights. In addition, Back-to-School Night, a PTA-sponsored Ice-Cream Social (at the beginning of the school year), Kimberly Kampout, a PTA-sponsored Spaghetti Dinner event, and an End-of-the-Year Family Picnic help foster open communication and partnerships between Kimberly families and staff members. Cultural Ambassadors (parents, grandparents, and community members) are invited to our school to share their cultures with students. Families have opportunities to interact at events such as the Kimberly Kampout, gardening club, during Reading Month (including Morning Read, Fresh Air Read, Reading to the Principal), and at our annual Fall Festival. Kimberly's website is updated regularly and provides information about Kimberly School and its many programs and activities. Kindergarten teachers provide incoming parents an orientation about the Kindergarten program, which includes information about curriculum and standards. Parents are encouraged to volunteer in classrooms to provide additional instructional support. Resources to assist students include: homework folders, homework organizers, Math Facts-in-a-Flash, Book Bridges (a parent participation reading program), the Accelerated Reader Program, School Attendance Review Team (SART), and the School Attendance Review Board (SARB).

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Input from the SSC parent survey, from conversations at PTA Meetings, School Site Council Meetings, Coffee with the Principal, and other special events, combined with specific input from parent representatives on School Site Council, PTA Board, and the ELAC committee, assist with the planning, implementation, and evaluation of the consolidated application.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Numerous services are provided by categorical funds for under-performing students. At-risk students are served both by in-class and pull-out programs by classroom teachers, two reading intervention teachers, a math intervention teacher, Special Education teachers (SAI Providers) and University of Redlands tutors. The teachers use a variety of reading assessments and observational surveys to assess these students. The Title I Intervention Support Teachers use the assessments and surveys to work with under-performing students in small groups. Staff development provides teachers with needed expertise to meet the needs of low-achieving students. Additional activities to ensure students meet the Common Core State Standards include: Accelerated Reader, Lexia, Dreambox, a Family Literacy Night, and PeaceBuilder Program activities. Students who are under-performing also receive additional support with supplemental materials. Some of these include: classroom library books, instructional materials, technology hardware and software along with technological support. The district's Extended Learning Opportunity grant will fund two full-time intervention teachers in addition to the full-time math intervention teacher for the 2021-22 school year to provide push-in support schoolwide.

Fiscal support (EPC)

The General and Categorical Funds of Kimberly School are used appropriately to support the English/Reading/Language Arts and the Mathematics program goals, as outlined in the School Plan Goals Section.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Council met five times throughout the 2020-21 school year to monitor and discuss the 2020 SPSA and develop the 2021 SPSA. At the beginning of the 2020-21 school year the Council met via Zoom to review the approved SPSA and expenditures for the school year. The Council revised the 2020 SPSA to reallocate funds from activities that could not be implemented due to distance learning to other viable activities. Meeting dates were posted on the school's website and in the school office. The Council consisted of an administrator, three teachers, one school staff member, and five parent/community members. The intent of the Council is to ensure that educational opportunities provided to Kimberly students are determined through a joint effort of parents, teachers, administrators, and other school personnel whose common goal is the increased academic achievement and overall success of all students. Within the scheduled meeting times, council members participated in discussions, posed questions, and provided input to make decisions on the following topics: data analysis, budget reviews and approvals, program monitoring and evaluation, needs assessments, training on state accountability and site-based needs, Uniform Complaint Procedures, school safety, and parent involvement. Spending was reviewed, revised, and monitored throughout the year. Council members discussed areas of need and updates on technology, professional development, safety-security, and parent involvement. Council members consistently reviewed school data and site needs. All members participated in the decision making process and a record of each meeting was posted on the school website.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All students have access to technology on campus and to online textbooks, resources, and tools through a district-generated Google account and Clever portal. For the 2020-21 school year, every family was offered the opportunity to obtain a district-purchased Chromebook free-of-charge for use



at home during distance learning and asynchronous instruction. Students in need of reading and math intervention based on classroom performance and assessment data are referred to the intervention teachers for pull-out support. Intervention support in reading is allocated each year in the school's Single Plan for Student Achievement but there is a need to service more students through this model as well as to provide in-class support. The school counselor supports socio-emotional and behavioral needs. Materials were purchased during the 2020-21 school year to support her work. All students in grade 3 take an assessment to determine eligibility for GATE but due to the temporary school closure in Spring, 2020 and distance learning for the majority of the 2020-21 school year, the assessment was not given in 2020 or 2021. Approximately 5-7% of students qualify for GATE each year. GATE funding was cut at the district level a few years ago and has not been funded through the school's budget though supplementary activities and learning opportunities are offered through the classroom instructional program by GATE-certified teachers for GATE-identified students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.16%	0.17%	0.2%	1	1	1
African American	3.71%	4.55%	5.5%	23	27	29
Asian	6.61%	5.89%	6.2%	41	35	33
Filipino	0.81%	0.84%	0.8%	5	5	4
Hispanic/Latino	37.1%	36.2%	39.3%	230	215	208
Pacific Islander	0.65%	0%	%	4	0	
White	42.58%	44.11%	39.9%	264	262	211
Multiple/No Response	8.23%	0.17%	7.9%	51	48	42
Total Enrollment				620	594	529

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	111	97	66
Grade 1	93	96	84
Grade 2	115	100	92
Grade3	94	110	93
Grade 4	101	95	105
Grade 5	106	96	89
Total Enrollment	620	594	529

### Conclusions based on this data:

Kimberly's enrollment had some decline over the last year with the exception of Kindergarten, which declined significantly. The school's enrollment overall, and Kindergarten in particular, declined due to families opting for alternative education settings instead of participating in distance learning. White and Hispanic/Latino students continue to make up the majority of the school's enrollment. The consistency of Kimberly's enrollment allows the staff to concentrate efforts on deepening effective practices and protocols in support of all students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	30	34	33	4.8%	5.7%	6.2%
Fluent English Proficient (FEP)	33	22	20	5.3%	3.7%	3.8%
Reclassified Fluent English Proficient (RFEP)	0	3	3	0.0%	10.0%	8.8%

### Conclusions based on this data:

Kimberly's EL population is fairly stable year-to-year as is the rate of reclassification.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	93	97	88	92	97	86	92	97	86	98.9	100	97.7
Grade 4	86	92	96	85	90	94	85	90	94	98.8	97.8	97.9
Grade 5	96	92	92	95	91	92	95	91	92	99	98.9	100
All	275	281	276	272	278	272	272	278	272	98.9	98.9	98.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2492.	2486.	2449.	56.52	52.58	38.37	23.91	25.77	24.42	13.04	11.34	19.77	6.52	10.31	17.44
Grade 4	2537.	2523.	2510.	57.65	54.44	47.87	30.59	21.11	20.21	3.53	8.89	15.96	8.24	15.56	15.96
Grade 5	2583.	2580.	2559.	58.95	59.34	53.26	23.16	27.47	18.48	11.58	4.40	13.04	6.32	8.79	15.22
All Grades	N/A	N/A	N/A	57.72	55.40	46.69	25.74	24.82	20.96	9.56	8.27	16.18	6.99	11.51	16.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.17	59.79	32.56	35.87	28.87	45.35	11.96	11.34	22.09
Grade 4	49.41	54.44	46.81	37.65	30.00	36.17	12.94	15.56	17.02
Grade 5	60.00	53.85	47.83	29.47	38.46	35.87	10.53	7.69	16.30
All Grades	54.04	56.12	42.65	34.19	32.37	38.97	11.76	11.51	18.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.09	49.48	25.58	40.22	38.14	53.49	8.70	12.37	20.93
Grade 4	57.65	46.67	38.30	36.47	37.78	50.00	5.88	15.56	11.70
Grade 5	60.00	64.84	51.09	34.74	26.37	35.87	5.26	8.79	13.04
All Grades	56.25	53.60	38.60	37.13	34.17	46.32	6.62	12.23	15.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.13	48.45	32.56	57.61	44.33	54.65	3.26	7.22	12.79
Grade 4	42.35	41.11	28.72	51.76	50.00	62.77	5.88	8.89	8.51
Grade 5	46.32	40.66	32.61	49.47	50.55	57.61	4.21	8.79	9.78
All Grades	42.65	43.53	31.25	52.94	48.20	58.46	4.41	8.27	10.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.17	50.52	37.21	42.39	38.14	44.19	5.43	11.34	18.60
Grade 4	54.12	52.22	38.30	36.47	35.56	43.62	9.41	12.22	18.09
Grade 5	63.16	64.84	47.83	29.47	26.37	34.78	7.37	8.79	17.39
All Grades	56.62	55.76	41.18	36.03	33.45	40.81	7.35	10.79	18.01

#### Conclusions based on this data:

The schoolwide score for Standard Met/Exceeded for ELA dropped in 2019 for all grade levels. Standard Not Met also increased at all grade levels. Since reviewing this data, the Kimberly staff has been focusing on addressing the Common Core standards for reading and writing more strategically, implementing additional intervention strategies, and understanding the assessment blueprint.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	93	97	88	92	97	86	92	97	86	98.9	100	97.7
Grade 4	86	92	96	85	90	94	85	90	94	98.8	97.8	97.9
Grade 5	96	92	92	95	91	92	95	91	92	99	98.9	100
All	275	281	276	272	278	272	272	278	272	98.9	98.9	98.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2484.	2476.	2455.	43.48	41.24	30.23	36.96	35.05	37.21	14.13	11.34	15.12	5.43	12.37	17.44
Grade 4	2527.	2510.	2500.	43.53	36.67	31.91	31.76	28.89	23.40	17.65	23.33	28.72	7.06	11.11	15.96
Grade 5	2558.	2563.	2543.	43.16	49.45	43.48	22.11	21.98	16.30	21.05	18.68	22.83	13.68	9.89	17.39
All Grades	N/A	N/A	N/A	43.38	42.45	35.29	30.15	28.78	25.37	17.65	17.63	22.43	8.82	11.15	16.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.04	57.73	52.33	30.43	29.90	27.91	6.52	12.37	19.77
Grade 4	52.94	47.78	42.55	34.12	33.33	34.04	12.94	18.89	23.40
Grade 5	54.26	61.54	46.74	30.85	26.37	32.61	14.89	12.09	20.65
All Grades	56.83	55.76	47.06	31.73	29.86	31.62	11.44	14.39	21.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.43	53.61	40.70	33.70	34.02	45.35	10.87	12.37	13.95
Grade 4	47.06	45.56	32.98	41.18	35.56	46.81	11.76	18.89	20.21
Grade 5	46.32	45.05	40.22	37.89	41.76	38.04	15.79	13.19	21.74
All Grades	49.63	48.20	37.87	37.50	37.05	43.38	12.87	14.75	18.75



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	50.00	49.48	31.40	40.22	41.24	47.67	9.78	9.28	20.93
<b>Grade 4</b>	48.24	46.67	32.98	42.35	36.67	52.13	9.41	16.67	14.89
<b>Grade 5</b>	41.49	43.96	39.13	44.68	43.96	45.65	13.83	12.09	15.22
<b>All Grades</b>	46.49	46.76	34.56	42.44	40.65	48.53	11.07	12.59	16.91

**Conclusions based on this data:**

The schoolwide score for Standard Met/Exceeded in math dropped by several points in 2019. As with ELA, Standard Met/Exceeded scores decreased in all grades. Similarly, Standard Not Met scores increased in all grades. After reviewing this data, the Kimberly staff and community has been focusing on good first instruction and more strategic intervention strategies both inside and outside (pull-out) the classroom.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	5
All Grades							25	30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*		*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	16.67	*	33.33	*	16.67	*	33.33	25	30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*	*	*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*		*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	48.00	36.67	*	16.67	*	16.67	*	30.00	25	30

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3		*	*	*		*	*	*	*	*
4		*	*	*		*	*	*	*	*
5	*	*		*	*	*	*	*	*	*
All Grades	*	16.67	*	20.00	*	26.67	*	36.67	25	30

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	56.00	30.00	*	36.67	*	33.33	25		30

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	44.00	36.67	*	33.33	*	30.00	25		30

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	48.00	16.67	*	43.33	*	40.00	25		30

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>2</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	10.00	44.00	53.33	*	36.67	25	30

**Conclusions based on this data:**

Kimberly has an EL population smaller than the significant student group threshold. In an effort to support our students and the District's LCAP goals, Kimberly will focus on supporting our many students in the level 1-2 range with expanded designated EL instruction as well as on reclassifying students achieving in level 4.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
594	34.5	5.7	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	5.7
Foster Youth	2	0.3
Homeless	58	9.8
Socioeconomically Disadvantaged	205	34.5
Students with Disabilities	103	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	4.5
American Indian	1	0.2
Asian	35	5.9
Filipino	5	0.8
Hispanic	215	36.2
Two or More Races	48	8.1
White	262	44.1

### Conclusions based on this data:





1. Kimberly ES has a diverse student population and serves both general education and special education students.
2. The percentage of Students with Disabilities is high compared to similar district schools.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. The school's Academic Performance indicators are high but reflect a decrease from the previous year.
2. The Chronic Absenteeism rate is the lowest performance category, due in part to the large Students with Disability population with significant medical concerns which necessitate absence from school.



# School and Student Performance Data

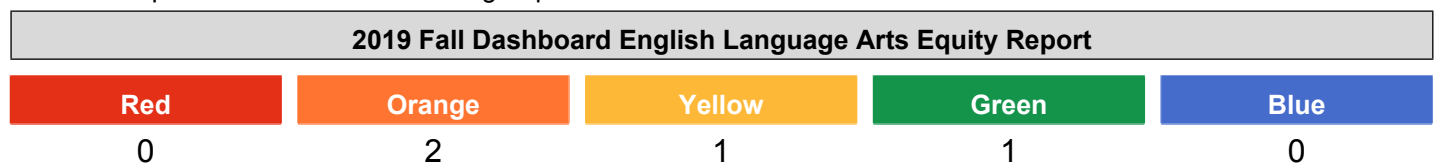
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Green		No Performance Color		No Performance Color	
37.1 points above standard		15.5 points above standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -22.1 points		Declined Significantly -22.8 points		1	
278		21			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Orange	
8.5 points above standard		6.5 points below standard		52.4 points below standard	
Declined -15 points		Declined -15 points		Declined -6.4 points	
34		114		66	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 69 points above standard Increased Significantly ++20.6 points 20	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 6.3 points above standard Declined Significantly -28.6 points 108	<b>Two or More Races</b>  No Performance Color 52.8 points above standard Declined -5.3 points 19	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 65 points above standard Declined Significantly -16.4 points 117

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 61.5 points below standard Declined Significantly -36.5 points 11	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10	<b>English Only</b> 36.2 points above standard Declined Significantly -21.9 points 243
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#### Conclusions based on this data:

1. Achievement scores declined substantially schoolwide, and in particular in the Hispanic, White, and Socioeconomically Disadvantaged student groups.
2. Students with Disabilities is the lowest achieving student group, scoring well below standard and experiencing a further decrease in 2019.

# School and Student Performance Data

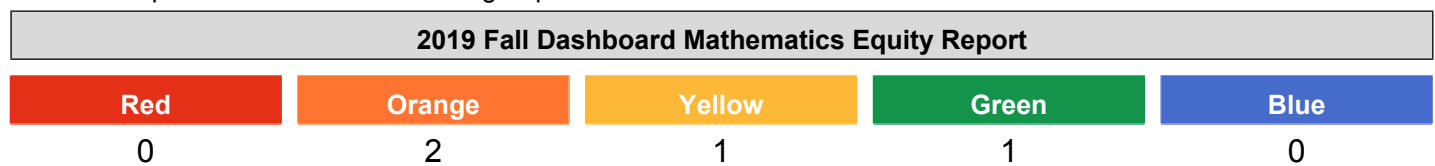
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 14.2 points above standard Declined Significantly -17.2 points 280	<b>English Learners</b>  No Performance Color 18 points below standard Declined Significantly -30.1 points 22	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 4.9 points below standard Maintained -1.3 points 34	<b>Socioeconomically Disadvantaged</b>  Orange 28.7 points below standard Declined Significantly -15.9 points 115	<b>Students with Disabilities</b>  Orange 72.4 points below standard Declined -6 points 68

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 28.7 points above standard Declined -12.4 points 21	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 14.4 points below standard Declined Significantly -18 points 109	<b>Two or More Races</b>  No Performance Color 30.1 points above standard Increased ++6.9 points 19	<b>Pacific Islander</b>	<b>White</b>  Green 42.2 points above standard Declined -12.3 points 117

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 75.4 points below standard Declined Significantly -32 points 12	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10	<b>English Only</b> 15.1 points above standard Declined Significantly -15.8 points 244
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#### Conclusions based on this data:

1. Achievement scores fell in most categories and in particular amongst Hispanic, White and Socioeconomically Disadvantaged students.
2. Students with Disabilities is the lowest achieving student group, scoring well below standard and experiencing a further decrease in 2019.

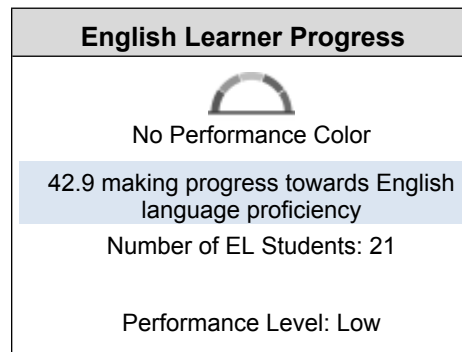
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.7	52.3	14.2	28.5

#### Conclusions based on this data:

1. The school has a small number of English Learners, the majority of whom maintained their ELPI level.
2. There is a need to continue to support the EL student group in progressing at least one ELPI level annually.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.



# School and Student Performance Data

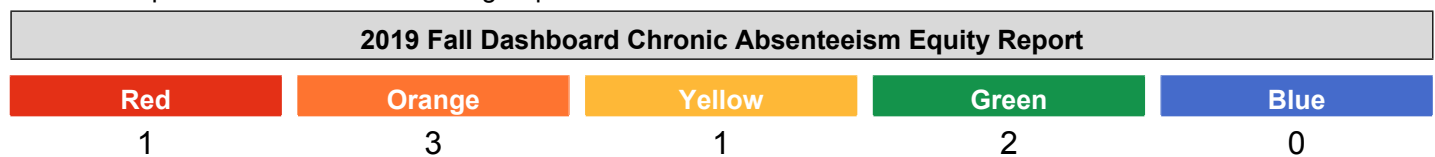
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 10 Maintained +0.1 641	<b>English Learners</b>  No Performance Color 24.2 Increased +12.2 33	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  Green 8.7 Declined -5.4 69	<b>Socioeconomically Disadvantaged</b>  Orange 19.3 Maintained +0.3 275	<b>Students with Disabilities</b>  Red 25.2 Increased +1.7 143

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>33.3</div> Declined -10.7 <div>27</div>	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>1</div>	<b>Asian</b>  Yellow <div>4.9</div> Increased +2.1 <div>41</div>	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>5</div>
<b>Hispanic</b>  Orange <div>14.3</div> Maintained -0.3 <div>245</div>	<b>Two or More Races</b>  Orange <div>9.4</div> Increased +9.4 <div>53</div>	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>4</div>	<b>White</b>  Green <div>4.5</div> Declined -1.4 <div>265</div>

### Conclusions based on this data:

1. The Chronic Absenteeism rate was maintained school-wide but increased slightly in the Asian student group and more significantly in the Two or More Races student group.
2. Absences in the Students with Disabilities category is affected by the significant medical needs of the school's large Mod/Severe student population.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

# School and Student Performance Data

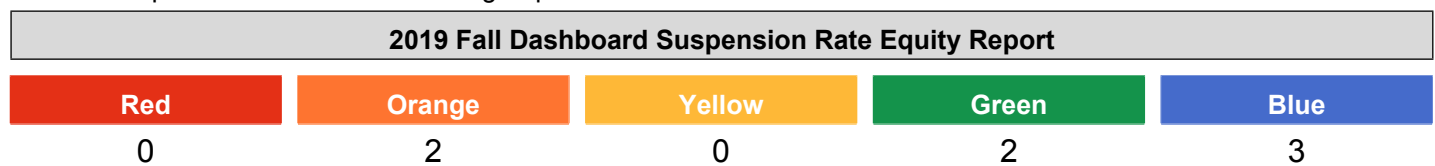
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.5 Declined -0.8 647	<b>English Learners</b>  No Performance Color 0 Maintained 0 35	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3
<b>Homeless</b>  Orange 1.4 Increased +1.4 69	<b>Socioeconomically Disadvantaged</b>  Green 1.1 Declined Significantly -1.5 280	<b>Students with Disabilities</b>  Green 0.7 Declined -3 145

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 3.7 Maintained -0.1 27	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Declined -2.7 41	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 5
<b>Hispanic</b>  Blue 0.4 Declined Significantly -2.2 250	<b>Two or More Races</b>  Orange 1.9 Increased +1.9 54	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 4	<b>White</b>  Blue 0 Maintained 0 265

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	0.5

#### Conclusions based on this data:

1. The school-wide suspension rate is very low.
2. There was a slight increase in the suspension rate for students in the Two or More Races and Homeless groups.

# Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Provide all community partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

## Goal 1

To provide all students with a positive, engaging learning environment focused on safe, inclusive, and equitable programs along with tiered behavior and SEL supports.

## Identified Need

There is a need to reconnect families and students to the school environment due to the disconnectedness brought on by the temporary school closure in Spring, 2020, and distance learning for the majority of the 2020-21 school year. Analysis of parent and student feedback on Kelvin surveys indicate that 92% of students and 91% of families provided an overall favorable rating as it relates to a safe and supportive environment. Although this data is strong, student groups disproportionately impacted by the interruption of in-person instruction include English learners (ELs), Foster Youth, students experiencing homelessness, students with disabilities, and low income students. There is a need to support students socio-emotionally and behaviorally as they transition back to full day, on-campus learning and to engage them beyond core content through innovative and real-world activities.

### Note:

In the section below (Annual Measurable Outcomes), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2020-21 Attendance Rate: ALL - 95% EL - 90% FY - 88% HY - 93% LI - 93% SWD - 88% AA - 89% A - 97% H/L - 93% W - 97%	ALL - 96% EL - 91% FY - 89% HY - 94% LI - 94% SWD - 89% AA - 90% A - 97% H/L - 94% W - 97%
Chronic Absenteeism Rate	California School Dashboard 2018-19:	ALL - 12% EL - 31%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ALL - 14% EL - 33% FY - 50% HY - 23% LI - 21% SWD - 34% AA - 38% A - 13% H/L - 21% W - 6%	FY - 48% HY - 21% LI - 19% SWD - 32% AA - 36% A - 11% H/L - 19% W - 4%
Suspension Rate	California School Dashboard 2018-19: ALL - 0% EL - 0% FY - 0% HY - 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L - 0% W - 0%	ALL - 0% EL - 0% FY - 0% HY - 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L - 0% W - 0%
Expulsion Rate	CDE Dataquest 2019-20: ALL - 0 EL - 0 FY - 0 HY - 0 LI - 0 SWD - 0 AA - 0 A - 0 H/L - 0 W - 0	Maintain expulsion rate: ALL - 0 EL - 0 FY - 0 HY - 0 LI - 0 SWD - 0 AA - 0 A - 0 H/L - 0 W - 0
School Climate Survey	Kelvin Education pulse survey Spring, 2021 favorability rating: Students - 92% (170 = 60% participation) Staff - 89% (28 = 82% participation) Parents/families - 91% (280 = 55% participation)	Maintain high favorability ratings based on Kelvin Education pulse survey Spring, 2022: Students - 94% Staff - 91% Parents/families - 93%
SEL/Positive Behavior Systems Self-Assessment	No baseline data; 2021-22 is the first year of measurement	Expected Outcome will be established after baseline data is collected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL/Positive Behavior Systems Tiered Fidelity Inventory	No baseline data; 2021-22 is the first year of measurement	Expected Outcome will be established after baseline data is collected.
Comprehensive School Counseling Implementation	No baseline data; 2021-22 is the first year of measurement	Expected Outcome will be established after baseline data is collected.
Parent Involvement: Parent Accounts in Aeries Parent Portal	99% of all students have an active parent portal account (523 of 526 students)  Unduplicated students with an active parent portal account: EL - 97% LI - 99% FY - 50%	100% of students will have an active parent portal account
Participation & Engagement in Parent/Family Workshops	No baseline data; 2021-22 is the first year of measurement	Expected Outcome will be established after baseline data is collected.
Parent Input in Decision Making	Site Representation on DELAC for 80% of meetings	Site Representation on DELAC for 80% of meetings
Instructional Technology Professional Development	No baseline data; 2021-22 is the first year of measurement	Expected Outcome will be established after baseline data is collected.
School Connectedness/Elementary Performing Arts Enrollment	2019-20 percentage of students participating in band, orchestra, and/or chorus: ALL - 57 (11%) EL - 1 (2%) FY - 0 HY - 7 (12%) LI - 27 (47%) SWD - 7 (12%) AA - 4 (7%) A - 2 (4%) H/L - 21 (37%) W - 22 (39%)	ALL - 15% EL - 5% FY - 5% HY - 15% LI - 50% SWD - 15% AA - 10% A - 5% H/L - 39% W - 40%
STEAM Program Implementation	No baseline data; 2021-22 is the first year of measurement.	STEAM lesson/projects by grade level: TK/Kinder: 2 1st Grade: 2 2nd Grade: 2 3rd Grade: 2 4th Grade: 2 5th Grade: 2

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

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

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

The school will sponsor schoolwide events and/or support opportunities that bring parents, students, and staff together to foster a sense of connectedness and community involvement, including but not limited to coffee with the principal, monthly awards assemblies, visual and performing arts events, shared decision-making, and schoolwide events. The effectiveness of this strategy will be measured by an increase in attendance and the school's favorability rating on the school climate survey.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,587.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
3,768.00	Title I Parent Involvement Non-Personnel (4000-7439)
300.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

**Strategy/Activity 2**

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

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

The site innovation team will facilitate the development and implementation of a STEAM program aligned to elementary innovation pathways and/or NGSS standards to support learner preparation in 21st century skills. The effectiveness of this strategy will be measured by innovation professional development participation and lesson/project implementation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
24,462.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
5,000.00	Title I Non-Personnel (4000-7439)

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

Identified students in need of SEL and/or behavior support

**Strategy/Activity**

Site leadership and the counselor will Implement tier two and three behavior and SEL supports for identified students to improve behavior outcomes. The effectiveness of this strategy will be measured by an increase in implementation of the counseling program and positive behavior systems as well as the school's favorability rating on the Kelvin survey.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000.00	Title I Personnel (1000-3999)
1,133.00	Title I Non-Personnel (4000-7439)

# Goals, Actions, & Services

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

## Goal 2

To provide all students with supports and services to progress towards meeting standards in academics.

## Identified Need

There is a need to support all students in meeting standards. CAASPP scores fell schoolwide in 2019 compared to 2018, from 80% to 68% in English language arts and from 70% to 61% in math. Distance learning further impacted academic progress in 2020 and 2021, as evidenced by STAR achievement data which indicate a 60% reading proficiency rate and 49% math proficiency rate schoolwide at the end of the 2020-21 school year. Hispanic/Latino, Black, and Students with Disabilities were impacted disproportionately by the interruption of in-person learning due to COVID-19.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	Percentage of English Learners making progress toward proficiency on 2019 ELPAC ALL - 42.9%	Percentage of English Learners making progress toward proficiency on 2019 ELPAC ALL - 45%
STAR Math	2021-22 Fall screening scores at or above proficiency benchmark: ALL - 48% A - 66.6% W - 51.9% H/L - 39.9% AA - 31.6% EL - 31.6%	2021-22 Spring screening scores at or above proficiency benchmark: ALL - 58% A - 76% W - 61% H/L - 49% AA - 41% EL - 41%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	2021-22 Fall screening scores at or above proficiency benchmark: ALL - 53.9% A - 81.5% W - 60.4% H/L -39.3% AA - 35.3% EL - 16.7%	2021-22 Fall screening scores at or above proficiency benchmark: ALL - 79% A - 90% W - 70% H/L -55% AA - 50% EL - 25%
GATE Identification	Baseline data will be established in the 2021-22 school year.	Desired Outcome will be established after baseline data is collected.
CAST	Percentage of students Meeting or Exceeding Standards on 2019 CAST: ALL - 54.9% EL - N/A FY - N/A HY - N/A LI - 35% SWD - 0% AA - N/A A - N/A H/L - 50% W - 63.1%	Percentage of students Meeting or Exceeding Standards on 2019 CAST: ALL - 57% EL - N/A FY - N/A HY - N/A LI - 37% SWD - 0% AA - N/A A - N/A H/L - 52% W - 65%
Math State Assessment	Average distance from "Standard Met" on 2019 CAASPP/SBAC: ALL - 14.2 above EL - 18 below FY - N/A HY - 4.9 below LI - 28.7 below SWD - 72.4 below AA - N/A A - 28.7 above H/L - 4.9 below W - 42.2 above	Average distance from "Standard Met" on 2021 CAASPP/SBAC: ALL - 16 above EL - 16 below FY - N/A HY - 2 below LI - 25 below SWD - 70 below AA - N/A A - 31 above H/L - 2 below W - 44 above
ELA State Assessment	Average distance from "Standard Met" on 2019 CAASPP/SBAC: ALL - 37.1 above EL - 15.5 above FY - N/A HY - 8.5 above	Average distance from "Standard Met" on 2021 CAASPP/SBAC: ALL - 39 above EL - 17 above FY - N/A HY - 10 above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - 6.5 below SWD - 52.4 below AA - N/A A - 69 above H/L - 6.3 above W - 65 above	LI - 4 below SWD - 50 below AA - N/A A - 71 above H/L - 9 above W - 67 above
IXL Math Diagnostic Levels	Baseline data will be established in the 2021-22 school year.	70% of students on or above grade level by as of May, 2022.
IXL ELA Diagnostic Levels	Baseline data will be established in the 2021-22 school year.	75% of students on or above grade level as of May, 2022
EL Reclassification Rate	Percentage reclassified RFEP in 2019-20 ALL - 5.7% (2 students)	Percentage reclassified RFEP in 2021-22 ALL - 5.7% (2 students)
Long-Term English Learners (LTEL)	0	No data
Student Marks/C- or better (English/Reading) in grades 4 and 5	Trimester 3 of 2020-21: ALL - 143 (74%) EL - 6 (50%) FY - 0 (0) HY - 12 (67%) LI - 77 (65%) SWD - 23 (55%) AA - 1 (9%) A - 8 (89%) H/L - 52 (68%) W - 67 (83%)	ALL - 76% EL - 52% FY - 50% HY - 69% LI - 67% SWD - 57% AA - 11% A - 91% H/L - 70% W - 85%
Student Marks/C- or better (Math) in grades 4 and 5	Trimester 3 of 2020-21: ALL - 152 (79%) EL - 8 (67%) FY - 0 (0) HY - 13 (71%) LI - 84 (71%) SWD - 21 (50%) AA - 2 (18%) A - 9 (100%) H/L - 58 (76%) W - 68 (84%)	ALL - 81% EL - 69% FY - 50% HY - 73% LI - 72% SWD - 52% AA - 20% A - 100% H/L - 78% W - 86%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

The school will provide a range of supports to teachers for implementation of state standards and supplemental activities, including but not limited to materials, personnel, and professional development. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

14,000.00

#### Source(s)

LCAP – Supplemental & Concentration Grant (SSP)  
Non-Personnel (4000-7439)

2,000.00

LCAP – Supplemental & Concentration Grant (SSP)  
Personnel (1000-3999)

11,000.00

Title I  
Non-Personnel (4000-7439)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner students

### Strategy/Activity

The school will implement programs to support language acquisition for English Learners, especially those who are achieving below grade level. The effectiveness of this strategy will be measured by an increase in percentage of English Learners making progress toward proficiency on ELPAC.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

500.00

#### Source(s)

LCAP – Supplemental & Concentration Grant (SSP)



	Personnel (1000-3999)
4,200.00	District Funded – Title III Non-Personnel (4000-7439)
22,000.00	Title I Personnel (1000-3999)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

The school will provide academic extended learning opportunities to improve learner outcomes. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Title 1 Students

#### Strategy/Activity

The school will provide tier two and three academic support through alternative opportunities within or outside the school day for identified Title 1 students to improve learner outcomes. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
63,680.00	Title I Personnel (1000-3999)
5,000.00	Title I Non-Personnel (4000-7439)

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,130.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$142,813.00
Title I Parent Involvement	\$3,768.00

Subtotal of additional federal funds included for this school: \$146,581.00

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

State or Local Programs	Allocation (\$)
District Funded – Title III	\$4,200.00
LCAP – Character Education (CHED)	\$11,587.00
LCAP – Supplemental & Concentration Grant (SSP)	\$43,762.00

Subtotal of state or local funds included for this school: \$59,549.00

Total of federal, state, and/or local funds for this school: \$206,130.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,250.00
Goal 2	124,880.00

## Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
General Fund	44,242
State Lottery Funds	6,877
Technology	13,526
<b>Total:</b>	64,645

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Shana Kamper	Principal
Scott Hassett	Classroom Teacher
Marcy Boatman	Classroom Teacher
Carolyn Bradshaw	Classroom Teacher
Michael Houston	Other School Staff
Alan Jackson	Parent or Community Member
Veronica Moore	Parent or Community Member
Scott Nelson	Parent or Community Member
Nathan Swift	Parent or Community Member
Kathleen Ojo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 28, 2021.

Attested:



Principal, Shana Kamper on 10/28/21

SSC Chairperson, Kathleen Ojo on 10/28/21

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Actions, & Services](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



## Title I, Part A School-Level Parent and Family Engagement Policy

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

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

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

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

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

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

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

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

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

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

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

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

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

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

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

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

Please attach the School-Parent Compact to this document.

This policy was adopted by the Kimberly Elementary School on and will be in effect for the period of .

The school will distribute the policy to all parents on, or before: .

**Type signature here.**

**Signature of Authorized Official**

**Enter date approved.**

California Department of Education  
July 2018



## School-Parent Compact

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

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

How does the school address this?

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

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

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

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

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

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

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

This Compact was adopted by the Kimberly Elementary School on and will be in effect for the period of .

The school will distribute the Compact to all parents and family members of students participating in the program on, or before: .

**Type signature here.**

**Signature of Authorized Official**

**Enter date approved.**

California Department of Education  
July 2018