



# School Plan for Student Achievement (SPSA)

| School Name                         | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Robert F. Kennedy Elementary School | 43-69450-6067201                  | 4/25/24                                | 6/25/2024                 |

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Robert F. Kennedy Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

|                                                           |    |
|-----------------------------------------------------------|----|
| SPSA Title Page .....                                     | 1  |
| Table of Contents.....                                    | 3  |
| Plan Description .....                                    | 4  |
| Educational Partner Involvement .....                     | 4  |
| Comprehensive Needs Assessment Components .....           | 5  |
| California School Dashboard (Dashboard) Indicators.....   | 5  |
| Other Needs .....                                         | 7  |
| School and Student Performance Data .....                 | 8  |
| Student Enrollment.....                                   | 8  |
| CAASPP Results.....                                       | 10 |
| ELPAC Results .....                                       | 15 |
| California School Dashboard .....                         | 19 |
| Overall Performance .....                                 | 21 |
| Goals, Strategies, & Proposed Expenditures.....           | 32 |
| Goal 1.....                                               | 32 |
| Goal 2.....                                               | 37 |
| Goal 3.....                                               | 41 |
| Budget Summary .....                                      | 43 |
| Budget Summary .....                                      | 43 |
| Other Federal, State, and Local Funds .....               | 43 |
| Budgeted Funds and Expenditures in this Plan .....        | 44 |
| Funds Budgeted to the School by Funding Source.....       | 44 |
| Expenditures by Funding Source .....                      | 44 |
| Expenditures by Budget Reference .....                    | 44 |
| Expenditures by Budget Reference and Funding Source ..... | 44 |
| Expenditures by Goal.....                                 | 45 |
| School Site Council Membership .....                      | 46 |
| Recommendations and Assurances .....                      | 47 |

# Plan Description

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

This plan is being used by Robert F. Kennedy Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Robert F. Kennedy's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

### Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

### Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire Robert F. Kennedy's community.

### Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

### Resource Allocation and Integration:

Targeted student groups are students who are identified as socioeconomically disadvantaged (SED), students with disabilities (SWD), Latino students, and Asian students. Small group interventions, allocation of resources, targeted meetings amongst appropriate staff will be used to support student populations.

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, Robert F. Kennedy's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

# Educational Partner Involvement

How, when, and with whom did Robert F. Kennedy Elementary 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

Parents met on September 21, 2023, for the annual Title 1 meeting. They reviewed the school goals for 2023-2024 and the budget that supported them.

Teachers reviewed district benchmark data in November 2023 and March 2024.

Teachers reviewed the Panorama survey in December 2023 and March 2024.

The School Site Council/ELAC met on September 21, 2023, to review the Parent Engagement policy and vote to combine the two councils.

Staff provided input in grade-level teams throughout the month of March 2024.

The School Site Council met on February 29, 2024, to review the new budget for the 24-25 school year and provide input around the goals.

The School Site Council/ELAC and staff met on April 25, 2024, to review the school plan for the 2024-2025 school year.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

ELA: All students (RED), English Learners (RED), SED (RED), Asian (ORANGE), Latino (RED)  
Math: All students (RED), English Learners (RED), SED (RED), Asian (ORANGE), Latino (RED)  
Chronic Absenteeism: SWD (RED)  
Suspension Rate: SED (RED), SWD(RED)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Kennedy has developed a comprehensive plan in collaboration with our educational partners that addresses the specific areas of our low performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data, local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles our team has identified areas of need for student schoolwide that may require targeted interventions. These needs include: ELA and Math for all students, Chronic Absenteeism for SWD, and Suspension Rate for SWD and SED.

Based on our needs analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student achievement in ELA and Math, through research based instructional practices, supporting English Learners in language and literacy development, supporting the social emotional wellness for all students and staff, and continuing to engage our families and communities to support student success.

Our goals target the following:

According to the 2023 CA Dashboard, “All Students” in ELA are 67.6 points below standard, placing them in “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “All Students” in ELA will increase by 15 points, with “All Students” increasing to 52 points below standard.

According to the 2023 CA Dashboard, “Asian Students” in ELA are 27.1 points below standard, placing them in “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “Asian Students” will increase by 7 points in ELA, increasing to 20.1 points below standard.

According to the 2023 CA Dashboard, “Latino Students” in ELA are 82 points below standard, placing them in “red.” To move from “red” to “yellow” by the 2024 CA Dashboard, “Latino Students” will increase by 20 points in ELA, increasing to 62 points below standard.

According to the 2023 CA Dashboard, “SED” in ELA are 70.8 points below standard, placing them in “red.” To move from “red” to “yellow” by the 2024 CA Dashboard, “SED” will increase by 15 points in ELA, with “SED” increasing to 55.8 points below standard.

According to the 2023 CA Dashboard, “English Learners” in ELA are 87.3 points below standard, placing them in “red.” To move from “red” to “yellow” by the 2024 CA Dashboard, “English Learners” will increase by 20 points in ELA, increasing to 67.3 points below standard.

According to the 2023 CA Dashboard, “All Students” in Mathematics are 81.3 points below standard placing them in the “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “All Students” in Mathematics will increase by 10 points with “All Students” increasing to 53 points below standard.

According to the 2023 CA Dashboard, “Asian Students” in Math are 28.3 points below standard, placing them in “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “Asian Students” will increase by 5 points in Math, increasing to 23.3 points below standard.

According to the 2023 CA Dashboard, “Latino Students” in ELA are 96.7 points below standard, placing them in “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “Latino Students” will increase by 20 points in Math, increasing to 81.7 points below standard.

According to the 2023 CA Dashboard, “SED” in Math are 83.1 points below standard, placing them in “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “SED” will increase by 15 points in Math, with “SED” increasing to 68.1 points below standard.

According to the 2023 CA Dashboard, “English Learners” in Math are 96.7 points below standard, placing them in “red.” To move from “red” to “yellow” by the 2024 CA Dashboard, “English Learners” will increase by 15 points in Math, increasing to 81.7 points below standard.

According to the 2023 CA Dashboard, 39.6% of “Students with Disabilities” are chronically absent and are “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “Students with Disabilities” in the level of Chronic Absenteeism will decrease by 20%.

According to the 2023 CA Dashboard, “Students with Disabilities” and “Socioeconomically Disadvantaged Students” are suspended 5.4% and 1.1% at least one day and are “orange.” To move from “orange” to “yellow” by the 2024 CA Dashboard, “Students with Disabilities” and “Socioeconomically Disadvantaged Students” the rate of suspension will decrease by 3% and .5%.

By June of 2025, Kennedy will average 70% of favorable responses in the area of Safety on the LCAP Panorama Surveys.

We have been identified as ATSI for

ELA: All students (RED), English Learners (RED), SED (RED), Asian (ORANGE), Latino (RED)

Math: All students (RED), English Learners (RED), SED (RED), Asian (ORANGE), Latino (RED)

Chronic Absenteeism: SWD (RED)

Suspension Rate: SED (RED), SWD(RED)

To effectively address the needs of students with disabilities and low socioeconomically disadvantaged students experiencing higher chronic absenteeism and suspension rates and all students in academic performance, Kennedy’s plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

#### Data Analysis and Identification:

Through our ILT and grade level PLC teams analyze student academic performance data specifically focusing on students with disabilities who exhibit high chronic absenteeism and are low performing in ELA and/or Math. Through root cause analysis we identified trends and specific areas of need to better support our students with disabilities.

On-going progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

#### Targeted Interventions:

Student IEPs are regulatory reviewed to incorporate targeted interventions to improve attendance and/or academic performance in ELA and Math. This includes:

Attendance Monitoring and Supports: Implementing attendance tracking systems and providing personalized interventions for students with disabilities who are chronically absent. This may involve home visits, mentorship programs, or family engagement initiatives.

Specialized Instructional Strategies: Utilizing evidence-based instructional practices specifically designed for students with disabilities in ELA and Math. This may involve differentiated instruction, small group instruction, assistive technology, and accommodations based on Individualized Education Programs (IEPs).

#### Collaborative Support Teams:

We establish collaborative support teams consisting of teachers, special education staff, counselors, administrators, and parents/guardians to regularly review progress, adjust interventions, and provide ongoing support to students with disabilities.

#### Resource Allocation:

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing Title I funding for additional academic support, professional development for staff, and access to specialized services and resources.

**Family and Community Engagement:**

We prioritize family and community engagement by providing workshops, resources, and support networks for parents/guardians of students with disabilities. This collaborative approach ensures that families are partners in the educational process and can reinforce strategies at home.

By implementing these targeted student support strategies, Kennedy's aims to improve attendance rates and academic outcomes for students with disabilities, ultimately promoting equitable access to quality education and fostering inclusive learning environments.

## **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Suspension Rates (Input in Infinite Campus)  
STAR Renaissance Math and ELA  
Next Step Guided Reading Assessment

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert F. Kennedy Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | %                     | 0%     | %      |                    | 0     |       |
| African American               | 1.31%                 | 2.6%   | 1.33%  | 4                  | 8     | 4     |
| Asian                          | 18.95%                | 19.81% | 18.33% | 58                 | 61    | 55    |
| Filipino                       | 5.56%                 | 3.25%  | 3.67%  | 17                 | 10    | 11    |
| Hispanic/Latino                | 72.22%                | 72.73% | 75.67% | 221                | 224   | 227   |
| Pacific Islander               | 0.33%                 | 0.32%  | %      | 1                  | 1     |       |
| White                          | 0.65%                 | 0.32%  | 0.33%  | 2                  | 1     | 1     |
| Multiple/No Response           | 0.65%                 | 0.97%  | 0.67%  | 2                  | 3     | 2     |
| Total Enrollment               |                       |        |        | 306                | 308   | 300   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 62                 | 56    | 57    |
| Grade 1                           | 36                 | 32    | 31    |
| Grade 2                           | 38                 | 41    | 34    |
| Grade3                            | 40                 | 40    | 36    |
| Grade 4                           | 41                 | 48    | 46    |
| Grade 5                           | 44                 | 41    | 48    |
| Grade 6                           | 45                 | 50    | 48    |
| Total Enrollment                  | 306                | 308   | 300   |

#### Conclusions based on this data:

1. Enrollment over the last two years was maintained.
2. The subgroup with the highest population is our Latino students.
3. Enrollment is most steady in Grades 2-5.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|                                               | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 170                | 175   | 164   | 44.40%              | 55.6% | 54.7% |
| Fluent English Proficient (FEP)               | 48                 | 40    | 43    | 18.50%              | 15.7% | 14.3% |
| Reclassified Fluent English Proficient (RFEP) |                    |       |       | 7.5%                |       |       |

### Conclusions based on this data:

1. The largest jump in ELs was between the 20-21 and 21-22 school year.
2. Our number of English Learners did not grow as much in the 22-23 school year.
3. Our English Learners continue to need additional ELD supports.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 | 20-21                         | 21-22 | 22-23 |
| Grade 3                                | 42                     | 39    | 48    | 0                    | 39    | 42    | 0                         | 39    | 42    | 0.0                           | 100.0 | 87.5  |
| Grade 4                                | 51                     | 42    | 52    | 0                    | 41    | 52    | 0                         | 41    | 52    | 0.0                           | 97.6  | 100.0 |
| Grade 5                                | 52                     | 47    | 47    | 0                    | 47    | 45    | 0                         | 47    | 45    | 0.0                           | 100.0 | 95.7  |
| Grade 6                                | 71                     | 45    | 55    | 0                    | 45    | 51    | 0                         | 45    | 51    | 0.0                           | 100.0 | 92.7  |
| All Grades                             | 216                    | 173   | 202   | 0                    | 172   | 190   | 0                         | 172   | 190   | 0.0                           | 99.4  | 94.1  |

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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              |                  | 2363. | 2354. |                     | 15.38 | 0.00  |                | 17.95 | 16.67 |                       | 17.95 | 33.33 |                    | 48.72 | 50.00 |
| Grade 4                              |                  | 2392. | 2367. |                     | 7.32  | 9.62  |                | 12.20 | 13.46 |                       | 21.95 | 11.54 |                    | 58.54 | 65.38 |
| Grade 5                              |                  | 2449. | 2440. |                     | 10.64 | 13.33 |                | 19.15 | 28.89 |                       | 25.53 | 4.44  |                    | 44.68 | 53.33 |
| Grade 6                              |                  | 2513. | 2468. |                     | 22.22 | 5.88  |                | 24.44 | 17.65 |                       | 26.67 | 31.37 |                    | 26.67 | 45.10 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 13.95 | 7.37  |                | 18.60 | 18.95 |                       | 23.26 | 20.00 |                    | 44.19 | 53.68 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                  |                  | 20.51 | 2.38  |                       | 48.72 | 54.76 |                  | 30.77 | 42.86 |
| Grade 4                                                                                  |                  | 7.32  | 9.62  |                       | 58.54 | 40.38 |                  | 34.15 | 50.00 |
| Grade 5                                                                                  |                  | 6.38  | 4.44  |                       | 61.70 | 57.78 |                  | 31.91 | 37.78 |
| Grade 6                                                                                  |                  | 22.22 | 3.92  |                       | 46.67 | 39.22 |                  | 31.11 | 56.86 |
| All Grades                                                                               |                  | 13.95 | 5.26  |                       | 54.07 | 47.37 |                  | 31.98 | 47.37 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                         |                  | 7.69  | 0.00  |                       | 48.72 | 47.62 |                  | 43.59 | 52.38 |
| Grade 4                                                         |                  | 2.50  | 7.69  |                       | 40.00 | 28.85 |                  | 57.50 | 63.46 |
| Grade 5                                                         |                  | 12.77 | 15.56 |                       | 44.68 | 37.78 |                  | 42.55 | 46.67 |
| Grade 6                                                         |                  | 22.22 | 5.88  |                       | 46.67 | 50.98 |                  | 31.11 | 43.14 |
| All Grades                                                      |                  | 11.70 | 7.37  |                       | 45.03 | 41.05 |                  | 43.27 | 51.58 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                 |                  | 2.56  | 0.00  |                       | 66.67 | 78.57 |                  | 30.77 | 21.43 |
| Grade 4                                                                 |                  | 10.00 | 5.77  |                       | 57.50 | 61.54 |                  | 32.50 | 32.69 |
| Grade 5                                                                 |                  | 4.26  | 8.89  |                       | 70.21 | 60.00 |                  | 25.53 | 31.11 |
| Grade 6                                                                 |                  | 15.56 | 3.92  |                       | 68.89 | 68.63 |                  | 15.56 | 27.45 |
| All Grades                                                              |                  | 8.19  | 4.74  |                       | 66.08 | 66.84 |                  | 25.73 | 28.42 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| <b>Grade 3</b>                                                                         |                  | 2.56  | 4.76  |                       | 64.10 | 57.14 |                  | 33.33 | 38.10 |
| <b>Grade 4</b>                                                                         |                  | 12.20 | 3.85  |                       | 63.41 | 53.85 |                  | 24.39 | 42.31 |
| <b>Grade 5</b>                                                                         |                  | 6.38  | 13.33 |                       | 61.70 | 51.11 |                  | 31.91 | 35.56 |
| <b>Grade 6</b>                                                                         |                  | 11.11 | 5.88  |                       | 68.89 | 72.55 |                  | 20.00 | 21.57 |
| <b>All Grades</b>                                                                      |                  | 8.14  | 6.84  |                       | 64.53 | 58.95 |                  | 27.33 | 34.21 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. Sixth grade had the lowest percentage of students not meet standard in ELA.
2. Writing scores are the lowest overall category in ELA.
3. 32.55% of students in grades 3rd through 6th met or exceeded standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 | 20-21                         | 21-22 | 22-23 |
| Grade 3                                | 42                     | 39    | 48    | 0                    | 39    | 48    | 0                         | 39    | 48    | 0.0                           | 100.0 | 100.0 |
| Grade 4                                | 51                     | 42    | 52    | 0                    | 41    | 52    | 0                         | 41    | 52    | 0.0                           | 97.6  | 100.0 |
| Grade 5                                | 52                     | 47    | 47    | 0                    | 47    | 47    | 0                         | 47    | 47    | 0.0                           | 100.0 | 100.0 |
| Grade 6                                | 71                     | 45    | 55    | 0                    | 44    | 55    | 0                         | 44    | 55    | 0.0                           | 97.8  | 100.0 |
| All Grades                             | 216                    | 173   | 202   | 0                    | 171   | 202   | 0                         | 171   | 202   | 0.0                           | 98.8  | 100.0 |

\* 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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              |                  | 2376. | 2341. |                     | 12.82 | 0.00  |                | 17.95 | 6.25  |                       | 12.82 | 27.08 |                    | 56.41 | 66.67 |
| Grade 4                              |                  | 2374. | 2389. |                     | 0.00  | 11.54 |                | 12.20 | 3.85  |                       | 19.51 | 23.08 |                    | 68.29 | 61.54 |
| Grade 5                              |                  | 2443. | 2431. |                     | 6.38  | 4.26  |                | 10.64 | 14.89 |                       | 27.66 | 23.40 |                    | 55.32 | 57.45 |
| Grade 6                              |                  | 2487. | 2479. |                     | 20.45 | 10.91 |                | 18.18 | 16.36 |                       | 13.64 | 25.45 |                    | 47.73 | 47.27 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 9.94  | 6.93  |                | 14.62 | 10.40 |                       | 18.71 | 24.75 |                    | 56.73 | 57.92 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                  |                  | 15.38 | 0.00  |                       | 28.21 | 31.25 |                  | 56.41 | 68.75 |
| Grade 4                                                                                  |                  | 0.00  | 7.69  |                       | 26.83 | 26.92 |                  | 73.17 | 65.38 |
| Grade 5                                                                                  |                  | 2.13  | 8.51  |                       | 51.06 | 36.17 |                  | 46.81 | 55.32 |
| Grade 6                                                                                  |                  | 13.64 | 16.36 |                       | 45.45 | 45.45 |                  | 40.91 | 38.18 |
| All Grades                                                                               |                  | 7.60  | 8.42  |                       | 38.60 | 35.15 |                  | 53.80 | 56.44 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                                                                            |                  | 15.38 | 2.08  |                       | 28.21 | 37.50 |                  | 56.41 | 60.42 |
| Grade 4                                                                                                                                            |                  | 2.44  | 11.54 |                       | 39.02 | 28.85 |                  | 58.54 | 59.62 |
| Grade 5                                                                                                                                            |                  | 8.51  | 2.13  |                       | 34.04 | 51.06 |                  | 57.45 | 46.81 |
| Grade 6                                                                                                                                            |                  | 18.18 | 7.27  |                       | 38.64 | 38.18 |                  | 43.18 | 54.55 |
| All Grades                                                                                                                                         |                  | 11.11 | 5.94  |                       | 35.09 | 38.61 |                  | 53.80 | 55.45 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                            |                  | 12.82 | 2.08  |                       | 56.41 | 56.25 |                  | 30.77 | 41.67 |
| Grade 4                                                                                            |                  | 0.00  | 9.62  |                       | 46.34 | 36.54 |                  | 53.66 | 53.85 |
| Grade 5                                                                                            |                  | 4.26  | 2.13  |                       | 59.57 | 53.19 |                  | 36.17 | 44.68 |
| Grade 6                                                                                            |                  | 4.55  | 5.45  |                       | 59.09 | 60.00 |                  | 36.36 | 34.55 |
| All Grades                                                                                         |                  | 5.26  | 4.95  |                       | 55.56 | 51.49 |                  | 39.18 | 43.56 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

- 24.56% of students met or exceeded standard in Math.
- Sixth grade had the highest percentage of students who met or exceeded standard.
- Fourth grade had the highest percentage of students who did not meet standard.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 20-21   | 21-22  | 22-23  | 20-21         | 21-22  | 22-23  | 20-21            | 21-22  | 22-23  | 20-21                     | 21-22 | 22-23 |
| <b>K</b>                                                                                     | 1408.9  | 1413.5 | 1384.7 | 1427.8        | 1426.6 | 1396.3 | 1365.0           | 1382.6 | 1357.1 | 36                        | 38    | 38    |
| <b>1</b>                                                                                     | 1422.8  | 1409.5 | 1450.0 | 1447.4        | 1439.2 | 1465.1 | 1397.8           | 1379.4 | 1434.2 | 23                        | 22    | 23    |
| <b>2</b>                                                                                     | 1467.8  | 1463.2 | 1486.9 | 1473.4        | 1466.0 | 1506.0 | 1461.9           | 1459.9 | 1467.3 | 22                        | 21    | 21    |
| <b>3</b>                                                                                     | 1481.6  | 1484.6 | 1472.6 | 1484.7        | 1485.7 | 1473.9 | 1478.0           | 1483.2 | 1470.6 | 21                        | 20    | 28    |
| <b>4</b>                                                                                     | 1490.1  | 1500.8 | 1474.9 | 1494.9        | 1517.4 | 1475.6 | 1485.0           | 1483.8 | 1473.9 | 24                        | 25    | 28    |
| <b>5</b>                                                                                     | 1512.1  | 1523.4 | 1512.6 | 1517.0        | 1528.5 | 1523.7 | 1506.6           | 1517.9 | 1501.0 | 28                        | 21    | 23    |
| <b>6</b>                                                                                     | 1512.7  | 1536.1 | 1544.2 | 1511.0        | 1527.4 | 1567.0 | 1513.9           | 1544.4 | 1521.0 | 37                        | 19    | 22    |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 191                       | 166   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>                                                                              | 5.56    | 10.53 | 15.79 | 30.56   | 34.21 | 21.05 | 47.22   | 39.47 | 21.05 | 16.67   | 15.79 | 42.11 | 36                       | 38    | 38    |
| <b>1</b>                                                                              | 4.35    | 4.55  | 13.04 | 30.43   | 27.27 | 39.13 | 30.43   | 36.36 | 30.43 | 34.78   | 31.82 | 17.39 | 23                       | 22    | 23    |
| <b>2</b>                                                                              | 9.09    | 9.52  | 14.29 | 36.36   | 52.38 | 42.86 | 36.36   | 4.76  | 28.57 | 18.18   | 33.33 | 14.29 | 22                       | 21    | 21    |
| <b>3</b>                                                                              | 4.76    | 15.00 | 14.29 | 23.81   | 25.00 | 28.57 | 57.14   | 45.00 | 28.57 | 14.29   | 15.00 | 28.57 | 21                       | 20    | 28    |
| <b>4</b>                                                                              | 8.33    | 24.00 | 10.71 | 20.83   | 20.00 | 25.00 | 54.17   | 32.00 | 21.43 | 16.67   | 24.00 | 42.86 | 24                       | 25    | 28    |
| <b>5</b>                                                                              | 22.22   | 19.05 | 30.43 | 22.22   | 33.33 | 26.09 | 33.33   | 38.10 | 13.04 | 22.22   | 9.52  | 30.43 | 27                       | 21    | 23    |
| <b>6</b>                                                                              | 16.22   | 21.05 | 31.82 | 37.84   | 42.11 | 40.91 | 24.32   | 36.84 | 13.64 | 21.62   | 0.00  | 13.64 | 37                       | 19    | 22    |
| <b>All Grades</b>                                                                     | 10.53   | 14.46 | 18.03 | 29.47   | 33.13 | 30.60 | 39.47   | 33.73 | 22.40 | 20.53   | 18.67 | 28.96 | 190                      | 166   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                      | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                  | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>                                                                                         | 5.56    | 21.05 | 28.95 | 47.22   | 31.58 | 13.16 | 33.33   | 28.95 | 21.05 | 13.89   | 18.42 | 36.84 | 36                       | 38    | 38    |
| <b>1</b>                                                                                         | 26.09   | 22.73 | 13.04 | 26.09   | 31.82 | 52.17 | 26.09   | 31.82 | 21.74 | 21.74   | 13.64 | 13.04 | 23                       | 22    | 23    |
| <b>2</b>                                                                                         | 18.18   | 23.81 | 28.57 | 36.36   | 38.10 | 57.14 | 40.91   | 14.29 | 4.76  | 4.55    | 23.81 | 9.52  | 22                       | 21    | 21    |
| <b>3</b>                                                                                         | 28.57   | 25.00 | 42.86 | 33.33   | 50.00 | 14.29 | 28.57   | 15.00 | 10.71 | 9.52    | 10.00 | 32.14 | 21                       | 20    | 28    |
| <b>4</b>                                                                                         | 20.83   | 40.00 | 28.57 | 45.83   | 44.00 | 28.57 | 16.67   | 4.00  | 17.86 | 16.67   | 12.00 | 25.00 | 24                       | 25    | 28    |
| <b>5</b>                                                                                         | 37.04   | 42.86 | 39.13 | 33.33   | 38.10 | 30.43 | 11.11   | 9.52  | 8.70  | 18.52   | 9.52  | 21.74 | 27                       | 21    | 23    |
| <b>6</b>                                                                                         | 37.84   | 42.11 | 68.18 | 35.14   | 36.84 | 18.18 | 10.81   | 15.79 | 0.00  | 16.22   | 5.26  | 13.64 | 37                       | 19    | 22    |
| <b>All Grades</b>                                                                                | 24.74   | 30.12 | 34.97 | 37.37   | 37.95 | 28.42 | 23.16   | 18.07 | 13.11 | 14.74   | 13.86 | 23.50 | 190                      | 166   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>                                                                                            | 8.33    | 5.26  | 7.89  | 16.67   | 23.68 | 5.26  | 36.11   | 34.21 | 42.11 | 38.89   | 36.84 | 44.74 | 36                       | 38    | 38    |
| <b>1</b>                                                                                            | 4.35    | 4.55  | 8.70  | 21.74   | 13.64 | 17.39 | 30.43   | 22.73 | 39.13 | 43.48   | 59.09 | 34.78 | 23                       | 22    | 23    |
| <b>2</b>                                                                                            | 0.00    | 9.52  | 14.29 | 50.00   | 38.10 | 33.33 | 31.82   | 23.81 | 9.52  | 18.18   | 28.57 | 42.86 | 22                       | 21    | 21    |
| <b>3</b>                                                                                            | 0.00    | 10.00 | 7.14  | 19.05   | 30.00 | 10.71 | 52.38   | 20.00 | 32.14 | 28.57   | 40.00 | 50.00 | 21                       | 20    | 28    |
| <b>4</b>                                                                                            | 4.17    | 8.00  | 3.57  | 8.33    | 12.00 | 10.71 | 37.50   | 32.00 | 25.00 | 50.00   | 48.00 | 60.71 | 24                       | 25    | 28    |
| <b>5</b>                                                                                            | 3.70    | 4.76  | 0.00  | 22.22   | 19.05 | 21.74 | 37.04   | 52.38 | 39.13 | 37.04   | 23.81 | 39.13 | 27                       | 21    | 23    |
| <b>6</b>                                                                                            | 10.81   | 0.00  | 4.55  | 8.11    | 42.11 | 22.73 | 35.14   | 42.11 | 45.45 | 45.95   | 15.79 | 27.27 | 37                       | 19    | 22    |
| <b>All Grades</b>                                                                                   | 5.26    | 6.02  | 6.56  | 19.47   | 24.70 | 15.85 | 36.84   | 32.53 | 33.88 | 38.42   | 36.75 | 43.72 | 190                      | 166   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>                                                                                | 16.67          | 21.05 | 15.79 | 72.22               | 63.16 | 55.26 | 11.11     | 15.79 | 28.95 | 36                       | 38    | 38    |
| <b>1</b>                                                                                | 30.43          | 27.27 | 21.74 | 47.83               | 59.09 | 65.22 | 21.74     | 13.64 | 13.04 | 23                       | 22    | 23    |
| <b>2</b>                                                                                | 13.64          | 28.57 | 28.57 | 77.27               | 57.14 | 66.67 | 9.09      | 14.29 | 4.76  | 22                       | 21    | 21    |
| <b>3</b>                                                                                | 28.57          | 35.00 | 10.71 | 52.38               | 50.00 | 50.00 | 19.05     | 15.00 | 39.29 | 21                       | 20    | 28    |
| <b>4</b>                                                                                | 20.83          | 44.00 | 10.71 | 62.50               | 48.00 | 50.00 | 16.67     | 8.00  | 39.29 | 24                       | 25    | 28    |
| <b>5</b>                                                                                | 22.22          | 14.29 | 21.74 | 59.26               | 76.19 | 52.17 | 18.52     | 9.52  | 26.09 | 27                       | 21    | 23    |
| <b>6</b>                                                                                | 8.11           | 31.58 | 13.64 | 59.46               | 68.42 | 63.64 | 32.43     | 0.00  | 22.73 | 37                       | 19    | 22    |
| <b>All Grades</b>                                                                       | 18.95          | 28.31 | 16.94 | 62.11               | 60.24 | 56.83 | 18.95     | 11.45 | 26.23 | 190                      | 166   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>                                                                               | 11.11          | 18.92 | 31.58 | 63.89               | 59.46 | 34.21 | 25.00     | 21.62 | 34.21 | 36                       | 37    | 38    |
| <b>1</b>                                                                               | 13.04          | 27.27 | 30.43 | 65.22               | 59.09 | 60.87 | 21.74     | 13.64 | 8.70  | 23                       | 22    | 23    |
| <b>2</b>                                                                               | 27.27          | 14.29 | 57.14 | 72.73               | 61.90 | 33.33 | 0.00      | 23.81 | 9.52  | 22                       | 21    | 21    |
| <b>3</b>                                                                               | 33.33          | 50.00 | 57.14 | 52.38               | 40.00 | 10.71 | 14.29     | 10.00 | 32.14 | 21                       | 20    | 28    |
| <b>4</b>                                                                               | 29.17          | 40.00 | 53.57 | 54.17               | 48.00 | 21.43 | 16.67     | 12.00 | 25.00 | 24                       | 25    | 28    |
| <b>5</b>                                                                               | 55.56          | 76.19 | 69.57 | 25.93               | 9.52  | 8.70  | 18.52     | 14.29 | 21.74 | 27                       | 21    | 23    |
| <b>6</b>                                                                               | 72.97          | 38.89 | 81.82 | 8.11                | 50.00 | 4.55  | 18.92     | 11.11 | 13.64 | 37                       | 18    | 22    |
| <b>All Grades</b>                                                                      | 36.32          | 35.98 | 52.46 | 46.32               | 48.17 | 25.14 | 17.37     | 15.85 | 22.40 | 190                      | 164   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>                                                                              | 0.00           | 5.41  | 10.53 | 63.89               | 72.97 | 50.00 | 36.11     | 21.62 | 39.47 | 36                       | 37    | 38    |
| <b>1</b>                                                                              | 8.70           | 18.18 | 13.04 | 39.13               | 9.09  | 34.78 | 52.17     | 72.73 | 52.17 | 23                       | 22    | 23    |
| <b>2</b>                                                                              | 18.18          | 14.29 | 14.29 | 63.64               | 61.90 | 42.86 | 18.18     | 23.81 | 42.86 | 22                       | 21    | 21    |
| <b>3</b>                                                                              | 0.00           | 10.00 | 3.57  | 71.43               | 35.00 | 39.29 | 28.57     | 55.00 | 57.14 | 21                       | 20    | 28    |
| <b>4</b>                                                                              | 4.17           | 4.00  | 3.57  | 41.67               | 40.00 | 28.57 | 54.17     | 56.00 | 67.86 | 24                       | 25    | 28    |
| <b>5</b>                                                                              | 11.11          | 9.52  | 4.35  | 51.85               | 47.62 | 52.17 | 37.04     | 42.86 | 43.48 | 27                       | 21    | 23    |
| <b>6</b>                                                                              | 8.11           | 10.53 | 13.64 | 24.32               | 68.42 | 36.36 | 67.57     | 21.05 | 50.00 | 37                       | 19    | 22    |
| <b>All Grades</b>                                                                     | 6.84           | 9.70  | 8.74  | 49.47               | 49.70 | 40.98 | 43.68     | 40.61 | 50.27 | 190                      | 165   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>                                                                              | 22.22          | 34.21 | 15.79 | 44.44               | 15.79 | 42.11 | 33.33     | 50.00 | 42.11 | 36                       | 38    | 38    |
| <b>1</b>                                                                              | 0.00           | 4.55  | 8.70  | 47.83               | 50.00 | 73.91 | 52.17     | 45.45 | 17.39 | 23                       | 22    | 23    |
| <b>2</b>                                                                              | 13.64          | 23.81 | 28.57 | 45.45               | 47.62 | 47.62 | 40.91     | 28.57 | 23.81 | 22                       | 21    | 21    |
| <b>3</b>                                                                              | 4.76           | 25.00 | 14.29 | 57.14               | 50.00 | 53.57 | 38.10     | 25.00 | 32.14 | 21                       | 20    | 28    |
| <b>4</b>                                                                              | 0.00           | 16.00 | 3.57  | 83.33               | 44.00 | 35.71 | 16.67     | 40.00 | 60.71 | 24                       | 25    | 28    |
| <b>5</b>                                                                              | 3.70           | 14.29 | 17.39 | 51.85               | 76.19 | 39.13 | 44.44     | 9.52  | 43.48 | 27                       | 21    | 23    |
| <b>6</b>                                                                              | 13.51          | 31.58 | 9.09  | 64.86               | 63.16 | 81.82 | 21.62     | 5.26  | 9.09  | 37                       | 19    | 22    |
| <b>All Grades</b>                                                                     | 9.47           | 22.29 | 13.66 | 56.32               | 45.78 | 51.91 | 34.21     | 31.93 | 34.43 | 190                      | 166   | 183   |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. Kindergarten had the highest number of students tested.
2. The majority of students are at an overall level 2 or 3.
3. The writing domain continues to be the area most negatively impacted.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population                                                |                                                                                                                                  |                                                                                                                                                              |                                                             |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                          | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 308                                                                       | 71.4                                                                                                                             | 56.8                                                                                                                                                         | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Robert F. Kennedy Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. |                                                             |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 175   | 56.8       |
| Foster Youth                                      |       |            |
| Homeless                                          | 9     | 2.9        |
| Socioeconomically Disadvantaged                   | 220   | 71.4       |
| Students with Disabilities                        | 43    | 14         |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 8     | 2.6        |
| Asian                        | 61    | 19.8       |
| Filipino                     | 10    | 3.2        |
| Hispanic                     | 224   | 72.7       |
| Two or More Races            | 3     | 1          |
| Pacific Islander             | 1     | 0.3        |
| White                        | 1     | 0.3        |

### Conclusions based on this data:

1. The percentage of students identified as socioeconomically disadvantaged has increased from 69.9% to 71.4%.

2. 72.7% of the population is Latino.
3. Our students with disabilities have decreased from 16.8% to 14%.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



|                                                                 |
|-----------------------------------------------------------------|
| <b>2023 Fall Dashboard Overall Performance for All Students</b> |
|-----------------------------------------------------------------|

| Academic Performance                                                                                                                                | Academic Engagement                                                                                                                            | Conditions & Climate                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Orange</div>    | <div>Chronic Absenteeism</div> <div></div> <div>Yellow</div> | <div>Suspension Rate</div> <div></div> <div>Green</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div>             |                                                                                                                                                |                                                                                                                                             |
| <div>English Learner Progress</div> <div></div> <div>Green</div> |                                                                                                                                                |                                                                                                                                             |

Conclusions based on this data:

1. Our EL are maintaing progress, despite the low performance in ELA and Math.
2. We have seen improvement in the area of Chronic Absenteeism.
3. We have maintained a low suspension rate.



# School and Student Performance Data

## Academic Performance English Language Arts

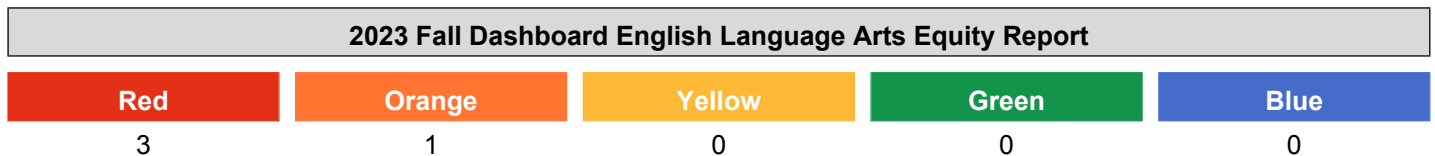
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group                                    |                                                                                                                           |                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>67.6 points below standard<br>Decreased Significantly -16.3 points<br>168 Students | <b>English Learners</b><br><br>Red<br>87.3 points below standard<br>Decreased Significantly -19.8 points<br>97 Students   | <b>Foster Youth</b><br>Less than 11 Students<br>0 Students                                                              |
| <b>Homeless</b><br>Less than 11 Students<br>6 Students                                                                  | <b>Socioeconomically Disadvantaged</b><br><br>Red<br>70.8 points below standard<br>Decreased -13.7 points<br>127 Students | <b>Students with Disabilities</b><br>135.3 points below standard<br>Decreased Significantly -24.9 points<br>29 Students |

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

|                                                                                                                                                                                   |                                                                                                                                                   |                                                                                                                                                                                                    |                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>6 Students                                                                                                                    | <b>American Indian</b><br><br>No Performance Color<br>0 Students | <b>Asian</b><br><br>Orange<br>27.1 points below standard<br>Decreased Significantly - 44.5 points<br>35 Students | <b>Filipino</b><br>Less than 11 Students<br>7 Students                                                                                    |
| <b>Hispanic</b><br><br>Red<br>82 points below standard<br>Maintained -1.3 points<br>117 Students | <b>Two or More Races</b><br>Less than 11 Students<br>2 Students                                                                                   | <b>Pacific Islander</b><br>Less than 11 Students<br>1 Student                                                                                                                                      | <b>White</b><br><br>No Performance Color<br>0 Students |

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

|                                                                                                                      |                                                                                                             |                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Current English Learner</b><br>120.9 points below standard<br>Decreased Significantly -23.1 points<br>73 Students | <b>Reclassified English Learners</b><br>14.7 points above standard<br>Maintained -1.2 points<br>24 Students | <b>English Only</b><br>68 points below standard<br>Decreased Significantly -16.3 points<br>49 Students |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|

#### Conclusions based on this data:

1. Our Latino students maintained their performance on ELA.
2. Generally, our students are below standard in ELA.
3. Our reclassified students are performing better than our current English Learners and English Only students.

# School and Student Performance Data

## Academic Performance Mathematics

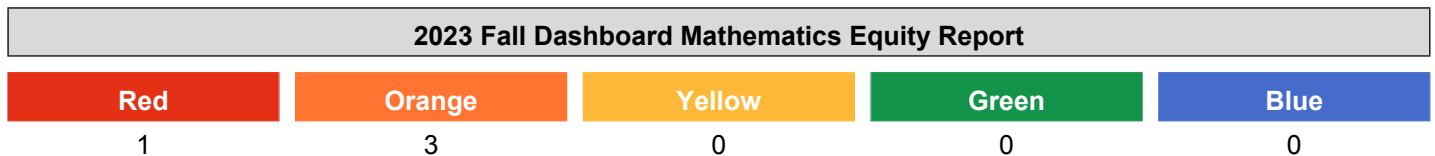
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                  |                                                                                                                                                                                                                 |                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>81.3 points below standard<br>Decreased -3.4 points<br>168 Students | <b>English Learners</b><br><br>Red<br>96.5 points below standard<br>Decreased -8.4 points<br>97 Students                     | <b>Foster Youth</b><br>Less than 11 Students<br>0 Students                                                              |
| <b>Homeless</b><br>Less than 11 Students<br>6 Students                                                                                                                                      | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>83.1 points below standard<br>Maintained -0.9 points<br>127 Students | <b>Students with Disabilities</b><br>152.4 points below standard<br>Decreased Significantly -38.6 points<br>29 Students |

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American                                                                                                                                                   | American Indian                                                                                                         | Asian                                                                                                                                                                           | Filipino                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Less than 11 Students<br><br>6 Students                                                                                                                            | <br>No Performance Color<br>0 Students | <br>Orange<br>28.3 points below standard<br>Decreased Significantly -28 points<br>35 Students | Less than 11 Students<br><br>7 Students                                                                                   |
| Hispanic                                                                                                                                                           | Two or More Races                                                                                                       | Pacific Islander                                                                                                                                                                | White                                                                                                                     |
| <br>Orange<br>96.7 points below standard<br>Increased +8.9 points<br>117 Students | Less than 11 Students<br><br>2 Students                                                                                 | Less than 11 Students<br><br>1 Student                                                                                                                                          | <br>No Performance Color<br>0 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner                                              | Reclassified English Learners                                                     | English Only                                                       |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 121.5 points below standard<br>Maintained -0.8 points<br>73 Students | 20.3 points below standard<br>Decreased Significantly -25.6 points<br>24 Students | 94.4 points below standard<br>Decreased -8.7 points<br>49 Students |

#### Conclusions based on this data:

1. Generally, our students are below standard in Math.
2. Our Latino students had an increase of 8.9 points in math.
3. Our Latino students and SED students maintained levels of performance.

# School and Student Performance Data

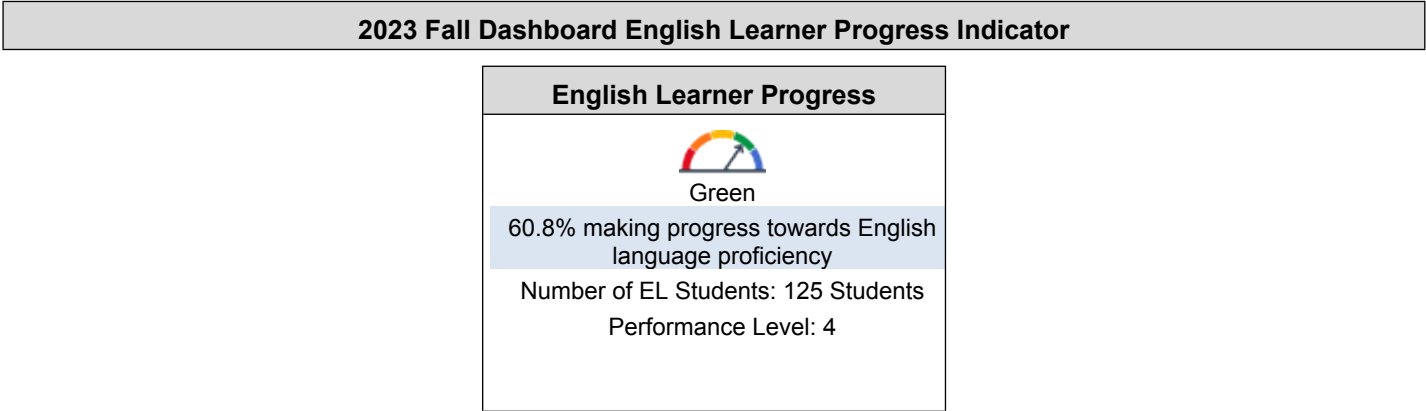
## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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.

| 2023 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 |
| 18                                                               | 31                                         | 1                       | 75                                 |

Conclusions based on this data:

1.

60% of ELs are making progress towards English Language Proficiency.
2.

The majority of ELs are continue to maintain or grow one ELPI level.
3.

14% of ELs decreased one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

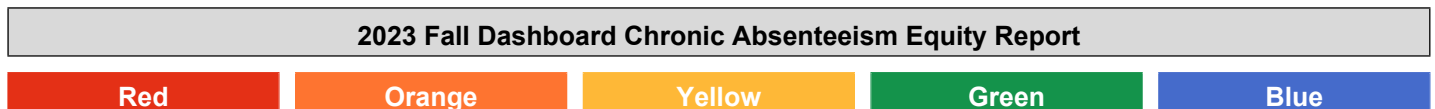
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group                                                                                                                           |                                                                                                                                                                                                                     |                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>31.6% Chronically Absent<br>Declined Significantly -13.6<br>348 Students | <b>English Learners</b><br><br>Yellow<br>30% Chronically Absent<br>Declined Significantly -16.2<br>210 Students                  | <b>Foster Youth</b><br>Less than 11 Students<br>2 Students                                                                                                                                        |
| <b>Homeless</b><br>47.4% Chronically Absent<br>0<br>19 Students                                                                                                                                  | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>33.5% Chronically Absent<br>Declined Significantly -12.4<br>269 Students | <b>Students with Disabilities</b><br><br>Orange<br>39.6% Chronically Absent<br>Declined -12.1<br>53 Students |

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|                                                                                                                                                                                            |                                                                                                                                                   |                                                                                                                                                                         |                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>8 Students                                                                                                                             | <b>American Indian</b><br><br>No Performance Color<br>0 Students | <b>Asian</b><br><br>Yellow<br>13.6% Chronically Absent<br>Declined -13<br>66 Students | <b>Filipino</b><br>15.4% Chronically Absent<br>Declined -2.3<br>13 Students |
| <b>Hispanic</b><br><br>Yellow<br>35.5% Chronically Absent<br>Declined Significantly -15.9<br>256 Students | <b>Two or More Races</b><br>Less than 11 Students<br>3 Students                                                                                   | <b>Pacific Islander</b><br>Less than 11 Students<br>1 Student                                                                                                           | <b>White</b><br>Less than 11 Students<br>1 Student                          |

#### Conclusions based on this data:

1. Chronic Absenteeism rates decreased significantly this year.
2. Our Students with Disabilities have the highest rates of chronic absenteeism.
3. We have made steady gains in our attendance data over the last two years.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

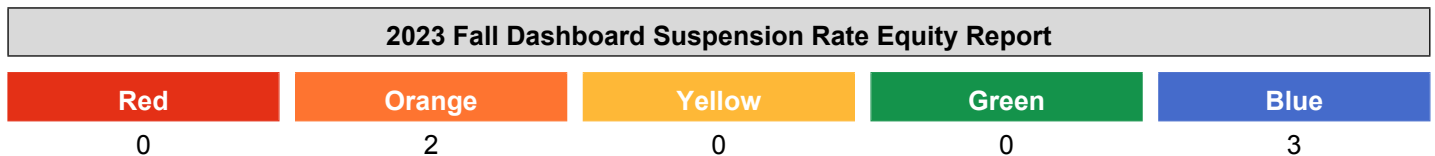
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                       |                                                                                                                                                                                                             |                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>0.8% suspended at least one day<br>Maintained 0.2<br>358 Students | <b>English Learners</b><br><br>Blue<br>0% suspended at least one day<br>Declined -0.5<br>217 Students                    | <b>Foster Youth</b><br>Less than 11 Students<br>2 Students                                                                                                                                              |
| <b>Homeless</b><br>5% suspended at least one day<br>20 Students                                                                                                                          | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>1.1% suspended at least one day<br>Increased 0.3<br>274 Students | <b>Students with Disabilities</b><br><br>Orange<br>5.4% suspended at least one day<br>Increased 5.4<br>56 Students |

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

|                                                                                                                                                                                |                                                                                                                                                   |                                                                                                                                                                            |                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>8 Students                                                                                                                 | <b>American Indian</b><br><br>No Performance Color<br>0 Students | <b>Asian</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0<br>66 Students | <b>Filipino</b><br>0% suspended at least one day<br>Maintained 0<br>13 Students |
| <b>Hispanic</b><br><br>Blue<br>0% suspended at least one day<br>Declined -0.8<br>266 Students | <b>Two or More Races</b><br>Less than 11 Students<br>3 Students                                                                                   | <b>Pacific Islander</b><br>Less than 11 Students<br>1 Student                                                                                                              | <b>White</b><br>Less than 11 Students<br>1 Student                              |

#### Conclusions based on this data:

1. Our suspension rate is below 1%.
2. SED and SWD are our highest rates of suspension.
3. Our ELs, Latino students, and Asian students are not being suspended as frequently as their peers.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Goals for All students, ELs, SWD, SED, Latino Students, and Asian Students

Kennedy's goal is to narrow the achievement gap and elevate performance across all student demographics in English Language Arts (ELA) and Mathematics. Students are scoring below standard in both academic areas. We aim to move students from current performance levels ("red" and "orange") towards achieving "yellow" status on the California Dashboard by 2024.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The majority of our students are significantly below standard in ELA and Math. Students identified as socioeconomically disadvantaged, Latino, Asian, and English Learners are the groups identified as significantly below grade level.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome                                                                                               | Expected Outcome                                                                                                                                                          |
|------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAASPP           | According to the 2023 CA Dashboard, "All Students" in ELA are 67.6 points below standard, placing them in "orange."   | To move from "orange" to "yellow" by the 2024 CA Dashboard, "All Students" in ELA will increase by 15 points, with "All Students" increasing to 52 points below standard. |
| CAASPP           | According to the 2023 CA Dashboard, "Asian Students" in ELA are 27.1 points below standard, placing them in "orange." | To move from "orange" to "yellow" by the 2024 CA Dashboard, "Asian Students" will increase by 7 points in ELA, increasing to 20.1 points below standard.                  |
| CAASPP           | According to the 2023 CA Dashboard, "Latino Students" in ELA are 82 points below standard, placing them in "red."     | To move from "red" to "yellow" by the 2024 CA Dashboard, "Latino Students" will increase by 20 points in ELA, increasing to 62 points below standard.                     |
| CAASPP           | According to the 2023 CA Dashboard, "English Learners" in ELA are 87.3 points below standard, placing them in "red."  | To move from "red" to "yellow" by the 2024 CA Dashboard, "English Learners" will increase by 20 points in ELA, increasing to 67.3 points below standard.                  |
| CAASPP           | According to the 2023 CA Dashboard, "SED" in ELA are 70.8 points below standard, placing them in "red."               | To move from "red" to "yellow" by the 2024 CA Dashboard, "SED" will increase by 15 points in ELA, with "SED" increasing to 55.8 points below standard.                    |

|          |                                                                                                                                |                                                                                                                                                                                  |
|----------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAASPP   | According to the 2023 CA Dashboard, "All Students" in Mathematics are 81.3 points below standard placing them in the "orange." | To move from "orange" to "yellow" by the 2024 CA Dashboard, "All Students" in Mathematics will increase by 10 points with "All Students" increasing to 53 points below standard. |
| CAASPP   | According to the 2023 CA Dashboard, "Asian Students" in Math are 28.3 points below standard, placing them in "orange."         | To move from "orange" to "yellow" by the 2024 CA Dashboard, "Asian Students" will increase by 5 points in Math, increasing to 23.3 points below standard.                        |
| CAASPP   | According to the 2023 CA Dashboard, "Latino Students" in ELA are 96.7 points below standard, placing them in "orange."         | To move from "orange" to "yellow" by the 2024 CA Dashboard, "Latino Students" will increase by 20 points in Math, increasing to 81.7 points below standard.                      |
| CAASPP   | According to the 2023 CA Dashboard, "SED" in Math are 83.1 points below standard, placing them in "orange."                    | To move from "orange" to "yellow" by the 2024 CA Dashboard, "SED" will increase by 15 points in Math, with "SED" increasing to 68.1 points below standard.                       |
| CAASPP   | According to the 2023 CA Dashboard, "English Learners" in Math are 96.7 points below standard, placing them in "red."          | To move from "red" to "yellow" by the 2024 CA Dashboard, "English Learners" will increase by 15 points in Math, increasing to 81.7 points below standard.                        |
| STAR Ren | According to STAR Ren 2024 data, at the end of Tri 2 41.41% of students were at or above benchmark in ELA.                     | Increase the percent of students meeting or exceeding standard on STAR Ren in ELA to 56.4%.                                                                                      |
| STAR Ren | According to STAR Ren 2024 data, at the end of Tri 2 52.19% of students were at or above benchmark in Math.                    | Increase the percent of students meeting or exceeding standard on STAR Ren in Math to 67.19%.                                                                                    |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                          | Students to be Served         | Proposed Expenditures                                                                                                                                                                                                              |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                      |                               |                                                                                                                                                                                                                                    |
| 1.1                     | A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards. | Identified students with need | 150,000<br>District Funded<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes<br><br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes<br><br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes |
| 1.2                     | Teachers will Monitor Progress, designated PLC time 1-2 times per Month. Grade level teams will have 3 Release Days per Year, in order to reflect and plan using data, as well as receive Professional Development in instructional routines.                                        | All students                  | 1200<br>Title I<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes                                                                                                                                                    |

|            |                                                                                                                                                                                                                                            |                                                                                                                                      |                                                                                                                                                                                           |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                                                            |                                                                                                                                      | 1000<br>LCFF Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes                                                                                                 |
| <b>1.3</b> | Provide supplemental Materials that Support Asian students, Latino students, SED, EL and SWD students' access to CCSS, and NGSS.                                                                                                           | SED, EL, and SWD                                                                                                                     | 3,000<br>LCFF Supplemental<br>4000-4999: Books And<br>Supplies<br><br>1342<br>LCFF Concentration<br>4000-4999: Books And<br>Supplies                                                      |
| <b>1.4</b> | Technology upgrades will be made to support Technology integration in the classroom, in order for teachers to have access to the technology that is required to adequately support students academic needs.                                | All students                                                                                                                         | 4,000<br>LCFF Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures                                                                                                     |
| <b>1.5</b> | Students not meeting grade level standards will be entered into the SST Process, and Roving Subs will be provided to hold meetings, every 6 weeks. SST will identify goals, interventions, and additional supports needed by each student. | Socioeconomically<br>Disadvantaged, Asian<br>students, and Latino<br>Students                                                        | 522<br>Title I<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes<br>2000<br>LCFF Concentration<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes              |
| <b>1.6</b> | Printing and copying services will be available to teachers, in order to support instruction.                                                                                                                                              | All students                                                                                                                         | 11817<br>LCFF Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br>Copy Machines<br>2500<br>LCFF Concentration<br>4000-4999: Books And<br>Supplies<br>Reprographics |
| <b>1.7</b> | Additional library and classroom books will be purchased with a focus on non-fiction and culturally relevant materials.                                                                                                                    | All students                                                                                                                         | 2,000<br>LCFF Supplemental<br>4000-4999: Books And<br>Supplies                                                                                                                            |
| <b>1.8</b> | Teachers will offer before and after school academic intervention support to students who are not at standard on District Benchmarks to respond to goals that are set by the team. Reading skills will be targeted during this time.       | Students with<br>Disabilities,<br>Socioeconomically<br>Disadvantaged, Asian<br>students, English<br>Learners, and Latino<br>Students | 3000<br>LCFF Concentration<br>1000-1999: Certificated<br>Personnel Salaries<br>Intervention                                                                                               |
| <b>1.9</b> | Instructional Leadership Team will meet 1 hour per month and have 2 release days per year to review data and plan appropriately.                                                                                                           | All Students                                                                                                                         | 2000<br>LCFF Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br>Substitutes<br>1000<br>Title I                                                                              |

|             |                                                                                                                                                                                             |                                                                                                                       |                                                                                                                                                                                                                      |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                                                                                                                                                             |                                                                                                                       | 1000-1999: Certificated Personnel Salaries<br>Substitutes                                                                                                                                                            |
| <b>1.10</b> | Teachers will be offered a half-day release to complete assessments at each trimester for students one on one or in small groups to support student needs.                                  | All students                                                                                                          | 2956<br>LCFF Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Substitutes                                                                                                                               |
| <b>1.11</b> | Office, art, and supplies that support student learning will be readily available.                                                                                                          | All students                                                                                                          | 4000<br>LCFF Supplemental<br>4000-4999: Books And Supplies                                                                                                                                                           |
| <b>1.12</b> | Students will have access to GATE programming one hour per month.                                                                                                                           | GATE Students                                                                                                         | 1000<br>LCFF Supplemental<br>4000-4999: Books And Supplies                                                                                                                                                           |
| <b>1.13</b> | Students will have access to engaging activities, that support CCSS and NGSS.                                                                                                               | All students                                                                                                          | 4000<br>LCFF Supplemental<br>4000-4999: Books And Supplies                                                                                                                                                           |
| <b>1.14</b> | Teachers will receive coaching support and professional development from Instruction Partners in the area of math and language arts, in order to build capacity in instructional practices. | All Students                                                                                                          | 10,000<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br><br>4245<br>LCFF Concentration<br>5800: Professional/Consulting Services And Operating Expenditures<br><br>40,000<br>Other |
| <b>1.15</b> | Roving subs will be provided to meet for IEPs, to ensure that students' needs are met in the development of their IEP.                                                                      | SWD                                                                                                                   | 3,000<br>LCFF Supplemental<br>1000-1999: Certificated Personnel Salaries                                                                                                                                             |
| <b>1.16</b> | Provide extra secretary and custodial hours to support the set-up and organization for student learning.                                                                                    | All Students                                                                                                          | 1500<br>LCFF Supplemental<br>2000-2999: Classified Personnel Salaries                                                                                                                                                |
| <b>1.17</b> | Paraprofessionals will work with teachers to offer students that are below grade level additional support in reading and math skills, through small group instruction.                      | Students with Disabilities,<br>Socioeconomically Disadvantaged, Asian students, English Learners, and Latino Students | 1500<br>LCFF Supplemental<br>2000-2999: Classified Personnel Salaries<br>After school support                                                                                                                        |
| <b>1.18</b> | Principal to receive coaching to provide feedback, professional development, and support to staff in the area of English Language Arts and Math.                                            | All students                                                                                                          | 2,000<br>Title I                                                                                                                                                                                                     |

|             |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                    |                                                                                                                                                                                                                     |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                    | 5800: Professional/Consulting Services And Operating Expenditures<br>Instruction Partners<br>4755<br>LCFF Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Instruction Partners |
| <b>1.19</b> | Teachers will select 5 target students not meeting standard, and analyze and monitor skillset and progress throughout the year. The criteria for the selection of students will target students with disabilities, students are socioeconomically disadvantaged, and our Latino students who have reading and/or math needs. These students will be at the center of PLC conversations. | Students with Disabilities, Socioeconomically Disadvantaged, Asian students, English Learners, and Latino Students |                                                                                                                                                                                                                     |
| <b>1.20</b> | Staff will be able to access professional development opportunities to improve ELD instruction.                                                                                                                                                                                                                                                                                         | English Learners                                                                                                   | 470<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br><br>1062<br>LCFF Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures                           |

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Progress monitoring has shown the effectiveness of teacher and principal coaching as well as whole staff professional development related to English Language Arts and Math. The structure of coaching, professional development, and collaboration has allowed our staff to vertically align instructional practices. In the 2024-2025 year, we will continue to develop staff capacity.

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

We didn't have major differences in the intended implementation and/or the budgeted expenditures.

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

2024-2025 is potentially the final year of a partnership with Instruction Partners. This coming year, principal coaching will include leadership coaching so that the Instructional Leadership understands the intricacies of developing professional development, analyzing instructional practice data, and providing peer coaching.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions For Learning

According to the 2023 CA Dashboard, 39.6% of "Students with Disabilities" are chronically absent and are "orange." To move from "orange" to "yellow" by the 2024 CA Dashboard, "Students with Disabilities" in the level of Chronic Absenteeism will decrease by 20%.

According to the 2023 CA Dashboard, "Students with Disabilities" and "Socioeconomically Disadvantaged Students" are suspended 5.4% and 1.1% at least one day and are "orange." To move from "orange" to "yellow" by the 2024 CA Dashboard, "Students with Disabilities" and "Socioeconomically Disadvantaged Students" the rate of suspension will decrease by 3% and .5%.

By June of 2025, Kennedy will average 70% of favorable responses in the area of Safety on the LCAP Panorama Surveys.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students identified as socioeconomically disadvantaged have the lowest rates of chronic absenteeism. Students identified as socioeconomically disadvantaged and students with disabilities have the highest rates of suspension.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                 | Baseline/Actual Outcome                                                                                                                                                        | Expected Outcome                                                                                                                                                                            |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2023 CA Dashboard Data: Chronic Absenteeism Rate | According to the 2023 CA Dashboard, 39.6% of "Students with Disabilities" are chronically absent and are "orange."                                                             | To move from "orange" to "yellow" by the 2024 CA Dashboard, "Students with Disabilities" in the level of Chronic Absenteeism will decrease by 20%.                                          |
| Winter 2024 Panorama Surveys: Student safety     | 53% of students responded favorable in questions related to safety on the LCAP Panorama Surveys.                                                                               | 70% of students will respond favorably to questions related to safety on the LCAP Panorama Surveys.                                                                                         |
| 2023 CA Dashboard Data: Suspension Rate          | According to the 2023 CA Dashboard, "Students with Disabilities" and "Socioeconomically Disadvantaged Students" are suspended 5.4% and 1.1% at least one day and are "orange." | To move from "orange" to "yellow" by the 2024 CA Dashboard, "Students with Disabilities" and "Socioeconomically Disadvantaged Students" the rate of suspension will decrease by 3% and .5%. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                            | Students to be Served                                              | Proposed Expenditures                                                                                                |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                    |                                                                                                                      |
| <b>2.2</b>              | A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey. | All Students                                                       | 150,000<br>District Funded<br>2000-2999: Classified<br>Personnel Salaries<br>Social Workers                          |
| <b>2.3</b>              | The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts or SJZ Progressions.                                                                                                                                                                                          | All students                                                       | 28,333.33<br>District Funded<br>5000-5999: Services And<br>Other Operating Expenditures<br>Professional Development  |
| <b>2.5</b>              | Health supplies will be available for students.                                                                                                                                                                                                                                                                                                                                                        | All students                                                       | 200<br>LCFF Supplemental<br>4000-4999: Books And<br>Supplies                                                         |
| <b>2.6</b>              | Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students during the school day.                                                                                                                                                                                                | All students                                                       | District Funded<br>4000-4999: Books And<br>Supplies<br>Supplies                                                      |
| <b>2.7</b>              | Teachers will work with 100% of TK-6th grade classes to establish class agreements. Class agreements are revisited at multiple times of the year to update, reflect, and revise as needed.                                                                                                                                                                                                             | All students                                                       |                                                                                                                      |
| <b>2.8</b>              | Principal will reiterate school-wide expectations during weekly morning announcements                                                                                                                                                                                                                                                                                                                  | All students                                                       |                                                                                                                      |
| <b>2.9</b>              | Staff will create and post school-wide visuals throughout the campus to distinguish between bullying, mean moment, and conflict.                                                                                                                                                                                                                                                                       | All students                                                       |                                                                                                                      |
| <b>2.10</b>             | New paraeducators will be onboarded with Positive Discipline Training to align and calibrate social emotional learning and discipline practices.                                                                                                                                                                                                                                                       | All students                                                       | 1500<br>LCFF Concentration<br>2000-2999: Classified<br>Personnel Salaries<br>After hours professional<br>development |
| <b>2.11</b>             | Staff will engage with students in empathy and listening sessions to learn more about how they feel that behavior should be responded to.                                                                                                                                                                                                                                                              | All students                                                       |                                                                                                                      |
| <b>2.12</b>             | Staff will work with students to understand logical, natural, and punitive consequences and what the significance on each one is in determining consequences for themselves and their peers.                                                                                                                                                                                                           | All students                                                       |                                                                                                                      |
| <b>2.13</b>             | Continue to implement and refine MTSS Tier 1 and Tier 2 strategies for Social/Emotional issues and behavior support, with intention of ensuring comprehensive student safety for all students. Site specific strategies and supports will continue to be developed in partnership with the Principal,                                                                                                  | All students with tiered support for SED, Latino students, and SWD |                                                                                                                      |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                    |                                                                                                                           |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|             | <p>teachers, School Social Worker, support staff and Community Based Organizations. School site strategies will include:</p> <ul style="list-style-type: none"> <li>• listening sessions and empathy interviews with students in grades TK-6</li> <li>• group counseling</li> <li>• Crisis prevention and intervention</li> <li>• Anti-bullying</li> <li>• Wellness ideas for staff newsletter and Wellness weeks</li> </ul> |                                                    |                                                                                                                           |
| <b>2.14</b> | The principal and social worker will meet with parents to address concerns about attendance will all students, but will target SED, SWD, ELL, Asian Students, and Latino students proactively before they are identified in our attendance system.                                                                                                                                                                           | SED, SWD, ELL, Asian Students, and Latino students |                                                                                                                           |
| <b>2.15</b> | 100% of teachers will hold class meetings 2-3 times each week, in order to support students with problem solving in appropriate ways and to manage "big emotions."                                                                                                                                                                                                                                                           | All students                                       |                                                                                                                           |
| <b>2.16</b> | Classroom teachers will work with students to create a calming space and have a personal greeting for students.                                                                                                                                                                                                                                                                                                              | All students                                       |                                                                                                                           |
| <b>2.17</b> | We will have a monthly focus based on a pre-selected character trait. Teachers will highlight the trait and recognize students who exemplify the trait at monthly assemblies.                                                                                                                                                                                                                                                | All students                                       |                                                                                                                           |
| <b>2.19</b> | Adequate yard duty supervision will be provided, in order to maintain student safety and positive school climate.                                                                                                                                                                                                                                                                                                            | All students                                       | 16618<br>General Fund                                                                                                     |
| <b>2.20</b> | Musical Theater will be offered to students.                                                                                                                                                                                                                                                                                                                                                                                 | All students                                       | 8,000<br>LCFF Supplemental<br>5800: Professional/Consulting<br>Services And Operating<br>Expenditures<br>Audacity Musical |
| <b>2.21</b> | We will continue to receive professional development from Middle Ground Parenting and offer parenting classes to deepen the community work around Positive Discipline Association, which is grounded in Dr. Jane Nelsen's work and Adlerian Theories. PD will expand this year to design practices to reflect anti-racism.                                                                                                   | All students                                       | 1500<br>Title I<br>5800: Professional/Consulting<br>Services And Operating<br>Expenditures<br>Middle Ground Parenting     |

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We have been targeting chronic absenteeism as a large focus this school year. The social worker, SLS coordinator, and principal met every two weeks to reflect on data and contact families to identify the barriers. Additionally, the Panorama surveys showed that our social emotional learning scores were above district average in all categories.

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

We only had two staff members who needed onboarding for Positive Discipline, as a result, we could not hold onboarding. Instead, they have participated in the calibration professional development with the whole staff. We made a plan for onboarding in the 24-25 school year. Additionally, in the 24-25 school year, we cannot sustain the work we have done with Little Heroes because of budget cuts.

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

In the 24-25 school year, we will have fewer professional development opportunities with Middle Ground parenting, instead we will rely on internal teams for the school year since we do not have turnover in many staff members.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Engagement

By June 2025, increase the percentage of parents that participate in school activities at school by 3%, based on the Winter 2024 Panorama Surveys.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to continue to identify ways to engage families. We will identify ways to engage families through conducting surveys, empathy interviews, and conferences with parents.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                              | Baseline/Actual Outcome                                                                                                   | Expected Outcome                                                                                                              |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 2024 Winter Panorama Survey: Parent Participation                             | 89% of parents responded that they had participated in school activities other than parent teacher conferences this year. | 92% of parents will respond that they have participated in school activities other than parent teacher conferences this year. |
| 2024 Winter Panorama Survey: School takes parent opinions into consideration. | 96% of parents responded favorably that the school takes parent opinions into consideration.                              |                                                                                                                               |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description                                                                                                                                                                                                                | Students to be Served          | Proposed Expenditures                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------|
|                     |                                                                                                                                                                                                                            |                                |                                                                                                      |
| 3.1                 | Monthly Coffee with the Principal, SSC/DELAC, and Parent Club Meetings will be held. A Pizza with the Principal will occur quarterly. Translation will be available at all meetings to encourage higher parent engagement. | All students                   | 1,000<br>LCFF Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br>Translation |
| 3.2                 | Translation in Spanish and Vietnamese will be provided for all communication, written and verbal, in order for all families to access educational information.                                                             | Latino and Vietnamese students | 1,000<br>LCFF Concentration<br>5900: Communications<br>Translation                                   |

|            |                                                                                                                                                                                         |              |                                                                                                                 |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------|
| <b>3.3</b> | Families will receive Professional Development on Social Emotional Learning, in order to be able to support students in their social emotional development.                             | All students | 1500<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br>Middle Ground Parenting |
| <b>3.4</b> | Food will be provided at parent meetings and trainings, in order to eliminate the barrier of missed or late meals for families.                                                         | All students | 500<br>LCFF Supplemental<br>None Specified                                                                      |
| <b>3.5</b> | Workshops will be provided for families to support students with academic skills.                                                                                                       | All students | 1000<br>LCFF Concentration                                                                                      |
| <b>3.6</b> | Principal will hold meetings with families to support the understanding of state testing, report cards, conferences, as well as other aspects that impact a student's academic success. | All students |                                                                                                                 |
| <b>3.7</b> | We will hold a Latino Heritage Month Celebration and a Lunar New Year Celebration.                                                                                                      | All students |                                                                                                                 |
| <b>3.8</b> | Various community events will be held throughout the year to increase the school to home connection.                                                                                    | All students |                                                                                                                 |
| <b>3.9</b> | Teachers will write handwritten cards to families once a month to celebrate the success of their students.                                                                              | All students |                                                                                                                 |

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We used in-person and zoom opportunities to hold parent meetings. This allowed more parents to engage in the work we were doing.

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

We didn't have major differences in the intended implementation and/or the budgeted expenditures.

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

In relation to chronic absenteeism in goal 2, communication with families will center around chronic absenteeism. While 100% of parents express (per the Panorama Surveys) that they understood the importance of attendance, attendance continues to be an area of growth for Kennedy. We will continue to focus our efforts on having parents access the parenting series with Middle Ground parenting. The parents who have participated, have shared that they have found value in attending the sessions.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION                                                             | AMOUNT       |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$477,020.33 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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          | \$18,192.00     |

Subtotal of additional federal funds included for this school: \$18,192.00

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         | \$328,333.33    |
| General Fund            | \$16,618.00     |
| LCFF Concentration      | \$16,587.00     |
| LCFF Supplemental       | \$57,290.00     |
| Other                   | \$40,000.00     |

Subtotal of state or local funds included for this school: \$458,828.33

Total of federal, state, and/or local funds for this school: \$477,020.33

# 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.

## Funds Budgeted to the School by Funding Source

| Funding Source     | Amount | Balance   |
|--------------------|--------|-----------|
| Title I            | 19018  | 826.00    |
| LCFF Supplemental  | 76923  | 19,633.00 |
| LCFF Concentration | 30464  | 13,877.00 |
| General Fund       | 20205  | 3,587.00  |

## Expenditures by Funding Source

| Funding Source     | Amount     |
|--------------------|------------|
| District Funded    | 328,333.33 |
| General Fund       | 16,618.00  |
| LCFF Concentration | 16,587.00  |
| LCFF Supplemental  | 57,290.00  |
| Other              | 40,000.00  |
| Title I            | 18,192.00  |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount     |
|-------------------------------------------------------------------|------------|
|                                                                   | 1,000.00   |
| 1000-1999: Certificated Personnel Salaries                        | 166,678.00 |
| 2000-2999: Classified Personnel Salaries                          | 154,500.00 |
| 4000-4999: Books And Supplies                                     | 18,042.00  |
| 5000-5999: Services And Other Operating Expenditures              | 45,150.33  |
| 5800: Professional/Consulting Services And Operating Expenditures | 33,532.00  |
| 5900: Communications                                              | 1,000.00   |
| None Specified                                                    | 500.00     |

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

|                                                                   |                    |            |
|-------------------------------------------------------------------|--------------------|------------|
| 1000-1999: Certificated Personnel Salaries                        | District Funded    | 150,000.00 |
| 2000-2999: Classified Personnel Salaries                          | District Funded    | 150,000.00 |
| 5000-5999: Services And Other Operating Expenditures              | District Funded    | 28,333.33  |
|                                                                   | General Fund       | 16,618.00  |
|                                                                   | LCFF Concentration | 1,000.00   |
| 1000-1999: Certificated Personnel Salaries                        | LCFF Concentration | 5,000.00   |
| 2000-2999: Classified Personnel Salaries                          | LCFF Concentration | 1,500.00   |
| 4000-4999: Books And Supplies                                     | LCFF Concentration | 3,842.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Concentration | 4,245.00   |
| 5900: Communications                                              | LCFF Concentration | 1,000.00   |
| 1000-1999: Certificated Personnel Salaries                        | LCFF Supplemental  | 8,956.00   |
| 2000-2999: Classified Personnel Salaries                          | LCFF Supplemental  | 3,000.00   |
| 4000-4999: Books And Supplies                                     | LCFF Supplemental  | 14,200.00  |
| 5000-5999: Services And Other Operating Expenditures              | LCFF Supplemental  | 16,817.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental  | 13,817.00  |
| None Specified                                                    | LCFF Supplemental  | 500.00     |
|                                                                   | Other              | 40,000.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I            | 2,722.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I            | 15,470.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 265,869.00         |
| Goal 2      | 206,151.33         |
| Goal 3      | 5,000.00           |

# 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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

| Name of Members      | Role                       |
|----------------------|----------------------------|
| Mariana Alvarez      | Principal                  |
| Jeff Carver          | Classroom Teacher          |
| Allan Wall           | Classroom Teacher          |
| Lucia Sanchez        | Other School Staff         |
| Pilar Martinez       | Parent or Community Member |
| Margarita Villagomez | Parent or Community Member |
| Juanita Lupercio     | Parent or Community Member |
| Christy Huynh        | Parent or Community Member |
| Ai Huynh             | Parent or Community Member |
| Laura Lopez          | Other School Staff         |

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 May 11, 2023.

Attested:



Principal, Mariana Alvarez on June 18, 2024



SSC Chairperson, Juana Araujo on June 18, 2024