

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **KIMBROUGH ELEMENTARY** SCHOOL

2021-22

37-68338-6114292
CDS Code

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

Principal: Baeza, Hernan

Contact Person: Baeza, Hernan

Position: Principal

Telephone Number: 362-4400;

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

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The following items are included:

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

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

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

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Kimbrough, our community engaged in a collaboration process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2020-21, stakeholders were involved in the 2021-22 budget development process via multiple meeting opportunities to dialogue and to solicit input. These include staff meetings, SGT, SSC/ELAC (rolled into SSC) held throughout the year.

-January 31, 2020- ELAC/PTO provided feedback on budget.

-February 3rd, 2020- Staff provided feedback on budget.

-February 4th, 2020- Budget approved by SSC.

-September 25th, 2020- ELAC/PTO provided feedback on SPSA's.

-September 28th, 2020- Staff/SGT/SSC provided feedback on SPSA's, evaluation and assessment survey, reviewed Title I school parent compact and Title I parent & family engagement policy.

-September 28th, 2020- SSC Approved 20-21 SPSA.

-October 2nd, 2020- Title I presentation, school compact and parent engagement policies were distributed to all families.

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

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

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

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

RESOURCE INEQUITIES

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

Based on our recent assessments, such as FAST reading, STAR reading and STAR math the data shows that various sub groups continue to struggle in the areas of reading and math. The District will be providing us with a reading specialist that will support students in UTK-2nd in literacy. We will also use the monies to hire a reading specialist to support students in grades 3rd-5th. We have also seen that our sub groups of EL's and Special Education students continue to need improvement, and therefore we have also set monies aside to pay for after school tutoring. We also put monies aside to hire an EL assistant that will assess students in ELPAC and support EL students.

We also set monies aside to pay for our teachers to be involved in monthly or weekly PLC's where they analyze data and identify students needing interventions in both reading and math.

In analyzing our CHKS survey, we identified a need for our students to have a full time counselor at school so we have budgeted monies from our Title I funds to have our counselor here 5 days a week. Our counselor will be supporting students in meeting their social emotional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Hernan Baeza	Principal
Tami Davis	Teacher
Woodlyn Perez	Other
Eloisa Hernandez	Parent
Alma Hernandez	Parent
John Hernandez	Parent
Lindsay Rutten	Teacher
Brianna Welsh	Parent
Lelslie Beleche	Teacher
Mirna Rojas	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

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

According to the 2019 Ca Dashboard the only red indicator is in regards to chronic absenteeism. The other area that we would like to focus on is in regards to suspension rate which is in the orange category.

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There are no major differences. We will continue to work in collaboration with our attendance clerk and school counselor in order to work with students with chronic absenteeism and our suspension rates.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

*Identified Need

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

Chronic Absenteeism Rates (subgroups):

Homeless students=28.4%
 English Learners=22.2%
 Hispanic students= 24.9%
 Socioeconomically Disadvantaged=25.9% (Over 99% of Kimbrough’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the California Dashboard (2019), Kimbrough’s suspension rate is at 4.5% (students were suspended at least one time).

Suspension Rates (subgroups):

English Learners=3.8%
 Hispanic=3.1%
 Students with Disabilities=5.7%
 Socioeconomically Disadvantaged students= 4.5% (Over 99% of Kimbrough’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 57% (with the response of “strongly agree” in each of the indicators (see below). 154 parents completed the survey in a student population of 345 students (as of July 19, 2019).

Parent Involvement (indicators):

- School allows input and welcomes parents’ contributions=52%
- School encourages me to be an active partner with the school in educating my child=44%
- School actively seeks the input of parents before making important decisions=39%
- Parents feel welcome to participate at this school=57%

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	Pre-K through 3rd	The number of students that are sent to the office for negative behavior will decrease with the SEEP Program (Early Prevention Program for Social and Emotional Needs of Students)	baseline year	1% of students will be sent up for serious discipline issues.	Other (Describe in Objective)	monthly

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June 2022	TK-5th Grade	Decrease the number of suspensions with the help of the school counselor delivering weekly lessons that meet the socio-emotional needs of all students.	4.5%	1%	Suspension	monthly
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*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	Tk-5th Grade	Homeless/Foster	decrease overall suspension rate	2.9%	1%	Suspension	monthly
June 2022	Tk-5th Grade	English Learner	decrease the overall chronic absenteeism rate	17.9%	10%	Attendance	monthly
June 2022	Tk-5th Grade	Students with Disabilities	decrease the overall chronic absenteeism rate	57%	40%	Chronic Absenteeism	monthly
June 2022	Tk-5th Grade	Black or African American	decrease the overall chronic absenteeism rate	* Small cohort	10%	Chronic Absenteeism	monthly

Student Counseling Support

*Students to be served by this Strategy/Activity

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

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

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

*Strategy/Activity - Description

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

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school everyday and on time. The Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01622C	School Counselor - Padilla, Yolanda	0.80000	\$70,046.40	\$99,647.82	0162-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Our school counselor will work with students and families in order to assist in providing resources to best support our students' and families' needs.
F01622D	School Counselor - Padilla, Yolanda	0.20000	\$17,511.60	\$24,911.97	0162-00010-00-1210-3110-0000-01000-3999	Position Allocation	[no data]		Our school counselor will work with students and families in order to assist in providing resources to best support our students' and families' needs.

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

This area is intentionally left blank for additional supports									
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Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

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

The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

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To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs while students have opportunities to engage in physical education, health, and wellness learning); strengthening tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic *STAR Reading*, *FAST aReading and Fountais and Pinnell* and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis. The Achieve 3000 and Renaissance program also contains an intervention program to target skills deficits in ELA.

Resources were allocated to fund the following:

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

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

***Major Differences**

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The Resource Teachers (RSP) supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. RSP teachers supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated and supports for students. MRT also supported professional development.

(RSP) supported classroom teachers with tier 1 instruction and supported struggling students with tier 2 interventions. RT collaborated with classroom teachers and other support staff in the areas of academics, social/emotional needs, assessments. RT facilitated professional development in all grade levels and worked directly with parents and ELAC.

Visiting teachers released classroom teachers for professional learning communities (PLCs). All teachers participated in lesson design and studies.

***Changes**

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

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

***Identified Need**

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The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs while students have opportunities to engage in physical education, health, and wellness learning); strengthening tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic *STAR Reading and DRA* and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis. The Achieve 3000 and Renaissance program also contains an intervention program to target skills deficits in ELA.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3-5	will meet or exceed standards	32%	40%	CAASPP ELA	annually
June 2022	3-5	will meet or exceed standards on FAST reading	24%	34%	Other (Describe in Objective)	monthly

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3-5	English Learner	meet or exceed standards	32%	40%	CAASPP ELA	annually
June 2022	3-5	Students with Disabilities	meet or exceed standards	0%	10%	CAASPP ELA	annually

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June 2022	3-5	Black or African American	meet or exceed standards	0%	50%	CAASPP ELA	annually
June 2022	3-5	English Learner	meet or exceed standards on FAST reading	5%	15%	Other (Describe in Objective)	monthly
June 2022	3-5	Students with Disabilities	meet or exceed standardson FAST reading	10%	15%	Other (Describe in Objective)	monthly
June 2022	3-5	Black or African American	meet or exceed standardson FAST reading	50%	75%	Other (Describe in Objective)	monthly

Strategy/Activity 1-RTI and PLC's

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

Strategy/Activity 2-Intervention support

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01622E	Inschool Resource Tchr - NEW POSN, SBB2530113	0.50000	\$48,016.50	\$67,368.91	0162-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		In school resource teacher will support students in the classrooms with guided reading in grades 3-5
F01622F	Inschool Resource Tchr - NEW POSN, SBB2530113	0.20000	\$19,206.60	\$26,947.57	0162-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		In school resource teacher will support students in the classrooms with guided reading in grades 3-5
F01622G	Inschool Resource Tchr - NEW POSN, SBB2530113	0.30000	\$28,809.90	\$40,421.35	0162-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In school resource teacher will support students in the classrooms with guided reading in grades 3-5
N01627N	Supplies		\$19,065.00	\$19,065.00	0162-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Software, Achieve 3000 and Renaissance and pencils, paper, crayons, whiteboards, any additional instructional supplies to support student learning.
N0162C3	Interprogram Svcs/Paper		\$1,200.00	\$1,200.00	0162-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copy paper needed for worksheets for student work.
N0162C4	Classroom Teacher Hrly		\$2,080.00	\$2,492.05	0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After school tutoring for students struggling in reading and for teacher PLC's.
*Additional Supports for this Strategy/Activity									

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

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

The school's overall data for the 2017 school year indicates 28.1% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 25.7% of 3rd-5th grade students met or exceeded grade level standards in Math. There was a drop of 2.4% in the area of Math from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 36.5% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 20% (Math). During the 2017-2018 school year, their performance in met or exceeded grade level standards was at 14.8% (Math). This specific group of students dropped 21.7% in Math.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 47.4% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 30.5% (Math). This is an 16.9% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they moved from 3rd to 5th grade both groups of students dropped in met or exceeded grade level standards. The overall school data indicates a small percentage growth from 2015 (19%) to 2018

(25.7%). This is a slight gain of 6.7% in math. To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic STAR Math in grades 2nd-5th and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis.

Both Resource Teachers were to support classroom teachers with strengthening tier 1 instruction in both ELA and Math; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students; and Support professional development.

***Major Differences**

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Resource teachers supported classroom teachers with strengthening tier 1 instruction but not in both ELA and Math. More emphasis was placed on ELA. In addition, the school has a school-wide common diagnostic (STAR Math) in grades 2nd-5th.

***Changes**

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

RSP teachers will support classroom teachers with the following: Strengthening tier 1 instruction in both ELA and Math; Strengthening instructional practices by implementing lesson studies; Researching and ensuring that classroom teachers have appropriate instructional materials to support struggling students with tier 2 interventions. Both resource teachers will work with other support staff to accomplish the following: Increase academic achievement; Create meaningful and ongoing formative assessments; Monitor student progress; Support social/emotional needs; and Provide direct instruction to potential at risk LTELs. A common diagnostic assessment (STAR Reading and Math) will also be in place for all students (2nd-5th).

***Identified Need**

The school's overall data for the 2017 school year indicates 28.1% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 25.7% of 3rd-5th grade students met or exceeded grade level standards in Math. There was a drop of 2.4% in the area of Math from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 36.5% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 20% (Math). During the 2017-2018 school year, their performance in met or exceeded grade level standards was at 14.8% (Math). This specific group of students dropped 21.7% in Math.

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The 2016-2017 3rd grade student group met or exceeded grade level standards at 47.4% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 30.5% (Math). This is an 16.9% drop in Math. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

As a result of this focus, there are inequities in the area of math. When examining the groups of students as they moved from 3rd to 5th grade both groups of students dropped in met or exceeded grade level standards. The overall school data indicates a small percentage growth from 2015 (19%) to 2018 (25.7%). This is a slight gain of 6.7% in math. To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic STAR Math in grades 2nd-5th and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a monthly basis.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3-5	meet or exceed standards	26%	40%	CAASPP Math	annually
June 2022	3-5	meet or exceed standards on STAR math	31%	40%	Other (Describe in Objective)	monthly

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3-5	English Learner	meet or exceed standards	Baseline Year	20%	CAASPP Math	annually
June 2022	3-5	Students with Disabilities	meet or exceed standards	Baseline Year	10%	CAASPP Math	annually
June 2022	3-5	Homeless/Foster	meet or exceed standards	Baseline Year	30%	CAASPP Math	annually
June 2022	3-5	English Learner	meet or exceed standards on STAR Math	21%	25%	Other (Describe in Objective)	monthly
June 2022	3-5	Students with Disabilities	meet or exceed standards on STAR Math	23%	28%	Other (Describe in Objective)	monthly
June 2022	3-5	Homeless/Foster	meet or exceed standards STAR Math	23%	33%	Other (Describe in Objective)	monthly

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	3-5	Black or African American	meet or exceed standards STAR Math	50%	75%	Other (Describe in Objective)	monthly
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Strategy/Activity 1-PLC's

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

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

*Additional Supports for this Strategy/Activity

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

*Students to be served by this Strategy/Activity

Students that are identified during PLC's will participate in after school tutoring.

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N016215	Prof&Curriclm Dev Vist Tchr		\$14,000.00	\$16,773.40	0162-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC's for teachers to identify students that are in need of after school intevnetions.
N01622T	Classroom Teacher Hrly		\$2,094.00	\$2,508.82	0162-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After school tutoring for students struggling with math concepts: math talk.
N016238	Interprogram Svcs/Paper		\$1,100.00	\$1,100.00	0162-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copy paper for student assessments

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

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2020-21

***Analysis**

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

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

Resources were allocated to fund the following:
Classroom teachers provided support with tier 1 instruction and support struggling students with tier 2 interventions support for English Learners in acquiring English and accessing grade level content; Collaborate with RSP teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development.

***Major Differences**

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Classroom teachers taught with tier 1 instruction but did not support all struggling students with tier 2 interventions.

***Changes**

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). RSP will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, RSP will work directly with community partners, students and families to enhance the school's academic program and to increase family engagement which will positively impact attendance, school culture and academic progress.

RSP teachers will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year). RSP teachers will also support classroom teachers by researching and ensuring that they have appropriate instructional materials to support struggling students with tier 2 interventions (specifically English Learners and students with disabilities). RSP teachers will continue to collaborate with administration and other support staff (Physical Education Coach, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful and ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.

The goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other circumstances, we would like to see all students making annual expected growth. Data from 18-19 will serve as a baseline due to significant changes in the scale score ranges from 17-18.

***Integrated English Language Development**

- Professional Development with Benchmark specific for ELD.
- Teachers work in collaboration during PLC's and work on ensuring that their lessons reach students that are EL's.
- Classroom walkthroughs to show evidence of ELD.
- Principal will conduct walkthroughs and provide feedback with regards to supporting all of our EL's during their lessons.
- We will continue to get support from the Office of Language Acquisition (OLA) in looking at teaching our EL's.

***Designated English Language Development**

- Professional Development specific for ELD.
- Teachers will teach designated ELD everyday.
- Principal will check in during class to ensure that schedules display their designated ELD time every day.
- Classroom walkthroughs to show evidence of ELD.
- Principal will provide feedback to teachers during their designated ELD lessons.

***Identified Need**

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

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3rd-5th	English Learner	meet or exceed standards	32%	40%	CAASPP ELA	annually
June 2022	3rd-5th	English Learner	meet or exceed standards	26%	40%	CAASPP Math	annually
June 2022	Tk-5th	English Learner	meet or exceed standards on FAST reading	33.5%	40%	Other (Describe in Objective)	annually
June 2022	Tk-5th	English Learner	meet or exceed standards on STAR Math	27.5%	30%	Other (Describe in Objective)	annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	K-5	English Learner	At least 95% of English Learners who are eligible will be reclassified.	90%	95%	Other (Describe in Objective)	annually

PLC's

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Strategy/Activity 2-ELPAC									
*Students to be served by this Strategy/Activity									
English Learners will benefit from this activity.									
*Strategy/Activity - Description									
EL assistant will administer one on one assessments for the ELPAC sub-tests.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01622H	ESL Asst - NEW POSN, SBB2530114	0.37500	\$11,250.00	\$15,019.90	0162-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	English Learners		ELPAC testing
N01624T	Supplies		\$3,255.00	\$3,255.00	0162-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supplies needed such as extra books, and other materials needed for our EL students.
*Additional Supports for this Strategy/Activity									

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

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

The data from our Ca Dashboard shows that we need to continue to work with our students with disabilities. We need to focus more on students that have an IEP and continue to make sure that we are progress monitoring once per month using STAR reading, STAR math, FAST reading and DEMI math assessments and class work.

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We will continue to work in collaboration between our Speical Ed team and gen ed teachers in meeting the needs of our students with disabilities. We will continue to focus on their needs during our monthly PLC meetings.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Continue to collaborate during our monthly PLC's by looking at data and areas of need and how to address them.

*Identified Need									
Working with the case managers we will be monitoring student progress towards their IEP goals.									
*Goal 5- Students with Disabilities									
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency			
June 2022	TK-5	students with IEP's will be making progress towards their individual goals.	baseline year	80%	Progress Reports on IEP Goals	every 12 weeks			
*Annual Measurable Outcomes									
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2022	TK-5th	English Learner	making progress towards their IEP goals.	baseline year	80%	Progress Reports on IEP Goals	every 12 weeks		
Strategy/Activity 1-STAR Reading/Math PLC									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, specifically students with disabilities. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged.									
*Strategy/Activity - Description									
Teacher will test student in STAR Reading/Math Assessment/Progress Monitoring as well as FAST reading and DEMI math assessments. Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr - NEW POSN, SBB2530113				0162-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : F01622E	In school resource teacher will support all student subgroups in the classrooms.
	Inschool Resource Tchr - NEW POSN, SBB2530113				0162-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F01622F	In school resource teacher will support all student subgroups in the classrooms.
	Inschool Resource Tchr - NEW POSN, SBB2530113				0162-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01622G	In school resource teacher will support all student subgroups in the classrooms.
*Additional Supports for this Strategy/Activity									

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Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

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

We have a small cohort of black youth. We will continue to support them with our school counselor's weekly lessons in the classrooms.

*Major Differences

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We will continue to have our school counselor conduct weekly lessons in the classrooms to support their social emotional needs.

*Changes

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to support them with our weekly lessons conducted by our school counselor.

*Identified Need

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

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

districts to measure pupil achievement.

We will continue to work with our sub-group of black african americans focused around the area of decreasing our suspension rate.

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	TK-5	Black/African American Students	Decrease Suspension Rates	0%	0%	Suspensions (Classroom and School)	monthly

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2021, Kimbrough site selection/hiring panel will complete anti-bias training before conducting any interviews. The staff diversity goal at [school name] is to maintain or increase the percentage of diverse educators and staff from current year to the following year.
- ✓ 2. Kimbrough will develop a Site Equity Team that meets quarterly throughout the school year to monitor student access to programs, learning, attendance and discipline data with a focus on Black Youth. Site Equity Team will also monitor the staff diversity goal.
- ✓ 3. In 2021-22 school year, Kimbrough will develop and implement a site-specific system for tracking classroom referrals to determine if some students are disproportionately being referred.
- ✓ 4. Kimbrough will create a process for ensuring all students are assigned a Student Champion school counselor to help them through any suspension or expulsion process.

Counseling Presentations

*Students to be served by this Strategy/Activity

Our students that are Black/African American will benefit from this goal.

*Strategy/Activity - Description

Our school counselor will be doing weekly presentations focused around the social emotinal needs of our students. This strategy benefits our black and african american students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor - Padilla, Yolanda				0162-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01622C	Counselor will support students with their social emotional needs.

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	School Counselor - Padilla, Yolanda				0162-00010-00-1210- 3110-0000-01000-3999	Position Allocation	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01622D	Counselor will support students with their social emotional needs.
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***Additional Supports for this Strategy/Activity**

Goal 7 - Family Engagement
Call to Action Belief Statement
Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.
District LCAP Goals
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities
Annual Review of This Goal: SPSA Reviewed 2020-21
*Analysis
Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).
In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.
*Major Differences
Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).
Childcare was provided for parent trainings and meetings. However, the number of parents who attended trainings/meetings and utilized this support was minimal.
*Changes
Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.
Continue to provide childcare for parent trainings/meetings. In addition, subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.
*Identified Need
The latest 2018-19 CSPA identified that 35% of respondents stated that they strongly agree that the school allows input and welcomes parent's contributions.

Kimbrough Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 7- Family Engagement									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2022	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	35% Strongly Agree	45%	CAL - SCHLS (CSPS)				
*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2022	Other (Describe in Objective)	more parent participation	74%	90%	Attendance				
June 2022	ELAC	More parents will participate actively during Coffee with the Principal/ELAC meetings	20%	45%	Meeting Attendance				
June 2022	Volunteers	More parents will participate on Family Friday Events.	40%	50%	Other - Describe in Objective				
Coffee with the Principal/ELAC Meetings									
*Families to be served by this Strategy/Activity									
All families will benefit from these strategies. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
Coffee with the principal/ELAC and parent workshops on various topics.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01626U	Inservice supplies		\$1,370.00	\$1,370.00	0162-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies needed for parent presentations such as chart paper, markers, copy paper for presentations etc.
N01628N	Other Support Prsnl PARAS Hrly		\$752.00	\$1,000.84	0162-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare for parent meetings
*Additional Supports for this Strategy/Activity									

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

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3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2020-21

*Analysis

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

The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 99% of Kimbrough's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

Resources were allocated to fund the following:

RSP to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development. Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

***Major Differences**

Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

RSP supported classroom teachers with tier 1 instruction but did not support all struggling students with tier 2 interventions. Integrated and designated ELD supports for English Learners. RSP supported and collaborated with teachers to impact teacher effectiveness with providing more differentiated and supports for students. RSP also supported professional development. Visiting teachers released classroom teachers for professional learning communities (PLCs).

***Changes**

Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

RSP will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). MRT will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, MRT will work directly with community partners, students and families to enhance the school's magnet program and to increase family engagement which will positively impact attendance, school culture and academic progress. RSP will continue to collaborate with administration and other support staff (Physical Education Coach, Ed. Specialists, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs.

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

***Identified Need**

The school's overall data for the 2017 school year indicates 25.7% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 32.9% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a gain of 7.2% in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically

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

The 2015-2016 3rd grade student group met or exceeded grade level standards at 29.9% (ELA). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 29.8% (ELA). During the 2017-2018 school year, their performance in ELA met or exceeded grade level standards was at 26.5% (ELA). This specific group of students dropped 3.4 percentage points in ELA.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 33.9% (ELA). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 38.9% (ELA). This is a 5% increase in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3	meet or exceed standards	30.6%	40%	CAASPP ELA	annually
June 2022	3	meet or exceed standards on the FAST reading assessment	30.6%	40%	Other (Describe in Objective)	monthly

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	3rd	English Learner	meet or exceed standards-non RFEP EL's	Baseline Year	20%	CAASPP ELA	annually
June 2022	3rd	Students with Disabilities	meet or exceed standards-non RFEP EL's	Baseline Year	10%	CAASPP ELA	annually
June 2022	3rd	Homeless/Foster	meet or exceed standards-non RFEP EL's	Baseline Year	20%	CAASPP ELA	annually
June 2022	3rd	Black or African American	meet or exceed standards	*small cohort	30%	Other (Describe in Objective)	annually
June 2022	3rd	English Learner	meet or exceed standards on FAST reading	4%	15%	Other (Describe in Objective)	monthly

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June 2022	3rd	Students with Disabilities	meet or exceed standards on FAST reading	14%	20%	Other (Describe in Objective)	monthly
June 2022	3rd	Homeless/Foster	meet or exceed standards on FAST reading	Baseline Year	40%	Other (Describe in Objective)	monthly
June 2022	3rd	Black or African American	meet or exceed standards on FAST reading	*small cohort	30%	Other (Describe in Objective)	monthly

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N016236	Supplies		\$4,337.00	\$4,337.00	0162-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Used to purchase materials, intervention books to support students that are struggling
	Inschool Resource Tchr - NEW POSN, SBB2530113				0162-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : F01622E	Support students in the classroom.
	Inschool Resource Tchr - NEW POSN, SBB2530113				0162-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F01622F	Support students in the classroom.
	Inschool Resource Tchr - NEW POSN, SBB2530113				0162-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01622G	Support students in the classroom.
	ESL Asst - NEW POSN, SBB2530114				0162-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : F01622H	Support EL's in the classroom.

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

STEAM**Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. I will integrate the priorities and strategies that our outlined in our SPSA by ensuring that I am part of the the monthly grade level PLC's and work with teachers in progress monitor throughout the year. I will make sure that I am constantly in the classroom to support teacher and student learning. I will continue to conduct monthly monitoring meetings with teachers to ensure adequate progress of all students and subgroups.
2. The specific leadership actions that I will take is to ensure that I am working collaboratively with teachers in monitoring student progress throughout the year and making adjustments as needed to ensure that we meet or exceed our SPSA goals. I will also continue to work collaboratively with teachers in identifying the needs of every student in their class to ensure that we are reaching all of them.
3. Our school is part of the District Literacy Acceleration Plan in grades UTK-2nd. We also hired a RT to work with 3-5th grade students. We will continue to support students and parents throughout the year to ensure successful participation. The entire school is connected through Class Dojo where they receive important messages. Parents can also connect with their classroom teacher and administration when problems or concerns arise through online learning.

ACHIEVEMENT

APPENDICES

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

ACHIEVEMENT

APPENDIX A**BUDGET SUMMARY**

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**

ACHIEVEMENT**APPENDIX C****SCHOOL PARENT COMPACT**

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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

ACHIEVEMENT

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

ACHIEVEMENT

APPENDIX F

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)