



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

**KENNEDY ELEMENTARY**

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School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kennedy Elementary	39686766042667	Ver 1 – 08/26/2020	Ver 1 – 08/27/2020	Ver 1 – 09/22/2020

## Purpose and Description

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

Kennedy Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for subgroup: Students with Disabilities.

The purpose of this plan is for stakeholder alignment and school site and district calibration of goals. The three goal areas are created based on past analysis of outcomes and action analysis. The school's parent, site council, leadership teacher team and students/families' input via: discussion, survey, administrative research and evaluation of current outcomes have been compiled to create a plan for student achievement at Kennedy School. The three goals address the current realities and barriers Kennedy has focused on the last three years. The new action items in the three goal areas are detailed descriptions of strategic action the site will take, who will be accountable and how those actions will be reflected upon to adjust implementation and better meet ALL students' needs.

Schoolwide Programs (i.e. PBIS, PLUS, AVID, RTI, Teacher-Led Committees, Student Leadership, Restorative Justice and Pro-active home to school communication, behavioral education and supports and community-building celebrations of student accomplishments), Comprehensive and transparent Administration and collaborative teacher-led action is an acculturated goal in efforts to support school climate and student/family sense of belonging at Kennedy. In efforts to improve the school site's academic infrastructure targeted academic intervention and student study teams will goal-set as well as track and support through use of support staff (i.e. VP, Program Specialist/ELD Instructional Expert, and academic coaches) will guide students to set goals and successfully help track and achieve those goals. The need to improve family connections will be made through helping educate parents as needed (i.e. parenting classes and parent engagement activities). Finally, counselors, special education professionals, student community service teams, Administrative outreach via calls, contact and home visits are some but not limited to the types of additional targeted social-emotional, attendance and support to improve all student success in school.

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

Kennedy's plan effectively meets current policy (i.e. ESSA requirements in alignment with the Local Control and Accountability Plan) because it is a relevant research-based (Hattie, 2019) architecture aligned to the State's Eight Priorities for students and local barriers.

# Stakeholder Involvement

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

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

LCAP Student, Parent and Staff surveys were distributed mid-year and collected as well as the state's spring and winter parent and student school surveys. These numerical measures were reviewed and considered when creating/updating the school's 2019 plan. In addition, the administration took inventory via counter-narratives of staff, parents and students and their experiences at Kennedy. The school's instructional team presented to parent groups and school site council current realities, past goals and outcomes and had School Site Council (SSC) approve this updated School Site Plan for Student Achievement (SPSA) at the end of May 2020. In preparation for the coming school year administrators examined data and used research to make final commitments and plans (Hattie, Visible Learning, 2018). The three things that have the MOST impact on student achievement are student expectations, teacher efficacy and student belonging/attendance.

Kennedy Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school.

Kennedy Elementary and its School Site Council reviewed the progress of the most recent revision of this SPSA the end of May 2020. The team updated and made relevant to Kennedy student needs and barriers to achievement.

# Resource Inequities

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

## Kennedy Elementary-Collective Teacher Efficacy

Discussion and review of the evaluation has been notated in the School Site Council meetings.

The following needs were determined by this group, listed in order of SPSA Goals 1, 2, and 3:

Goal 1: time for teachers to work together, instructional staff allocations, professional development via trainers of trainers

\*Teacher time to plan, collaborate, received differentiated professional support from coaches, reflect on best practice through the Cycle of Inquiry, and receive support from instructional staff, strategically/scheduled and utilized to provide equity.

Goal 2: Allocated funding for teacher paid time to train and continue PBIS/shaping Climate and Culture, money for t-shirts and planners for ALL students, money for attendance rewards and incentives, time to collaborate with SUSD student services employees to make more home visits and provide more resources on site (expanding the current food, clothing and school supply/hygiene closet).

\*PBIS Team continuance and Professional Development for the team as well as for the staff. Time and training for students to become leaders and continue to model/help shape expected student behavior and parents on campus celebrating their children and a school they are proud to live next to.

Goal 3: Kennedy School wants to do a better job of opening up and welcoming parents to campus. Through accommodating parent schedules, providing child-care, highlighting their children at special events throughout the year, and including all parents the school will continue to expound upon the steps taken over the past years.

\*In the 2019-20 school year, Kennedy Elementary initiated a targeted attendance rewards and evaluation team as well as a PBIS Team. The need for both these committees was based on multiple measures. Assessments concluded that Tier 1 classroom behavior management was weak and not sustaining the whole school expectations even after the implementation of PBIS strategies and common area training (explicit teaching of expected student behaviors in: hallways, bathrooms, playground, cafeteria, etc.). Teachers continued to send students to the office or send to the Alternative Learning Center. The area of strength in classroom management and Tier One expectations was visible even to the community and parents. Parents.

Goal 3 identifies and describes additional ways to engage parents and community stakeholders.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 30, 2021, to decrease the distance from standard in ELA by 3 points.

School Goal for Math: (Must be a SMART Goal)

By June 30, 2021, to decrease the distance from standard in Math by 3 points.

## Identified Need

- Be sure English Learner data is reviewed and included.

### ELA California Dashboard:

From 2018 to 2019 CAASPP measures students moved from the Red CA Indicator (Testing and Accountability, CDE, 2020). Red indicator in 2018 – 84.4 points below standard; Declined 9.8 points in 2018

CA Indicators for 2019 show Kennedy Students increased ELA CAASPP scores by 8points, moving them up from Red to Orange!

Only 20% of ALL students met ELA Standards on CAASPP

However only 80% of students at Kennedy in grades 3-8th were not growing and/or proficient in the area of ELA (SBAC, 2019).

### ELA/ELD Framework:

English Learner Progress OR English Learner Progress Indicator (ELPI, CDE,2020)

Level 4 - Well Developed - 22%

Level 3 - Moderately Developed - 33.9%

Level 2 - Somewhat Developed - 23.9%

Level 1 - Beginning Stage - 20.2%

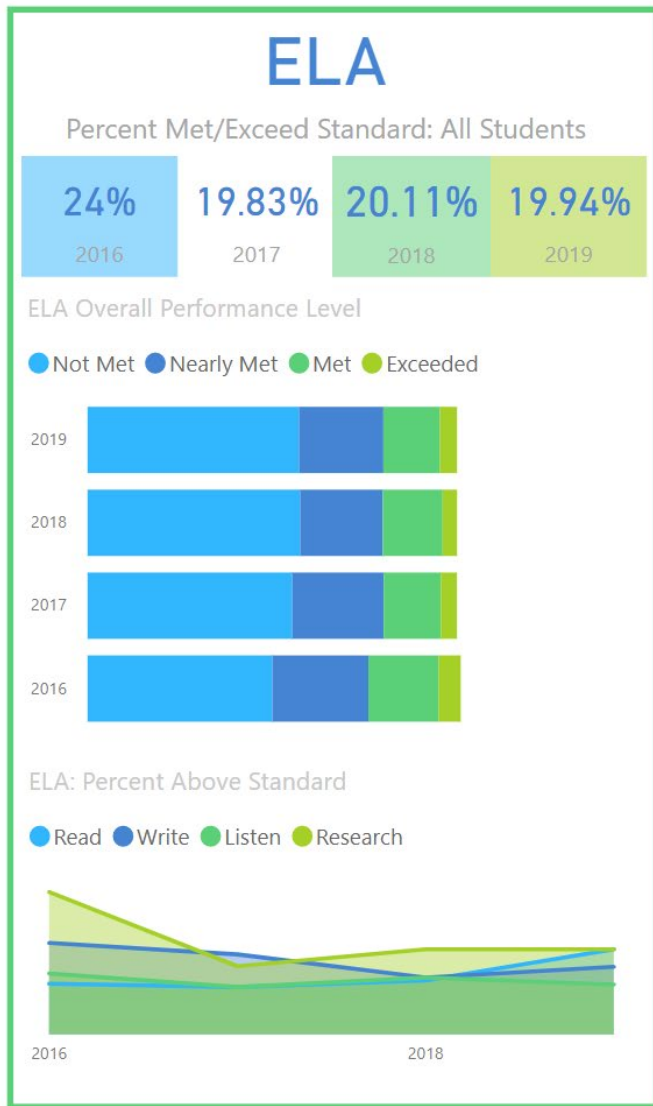
\*Due to 0% EL Students moving up a level and a certain percent of EL student regressing, we need to have a Specialist work with students and teachers on this content area of English Language Learner Acquisition.

### Math:

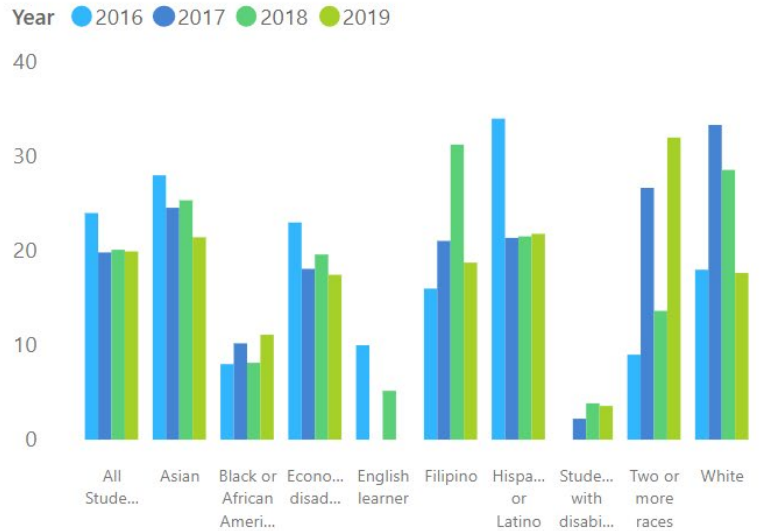
Math2018: Orange Indicator - 90.0 points below standard. Declined 10.1 points

Math 2019: Orange Indicator-no growth or change to proficiency the following school year

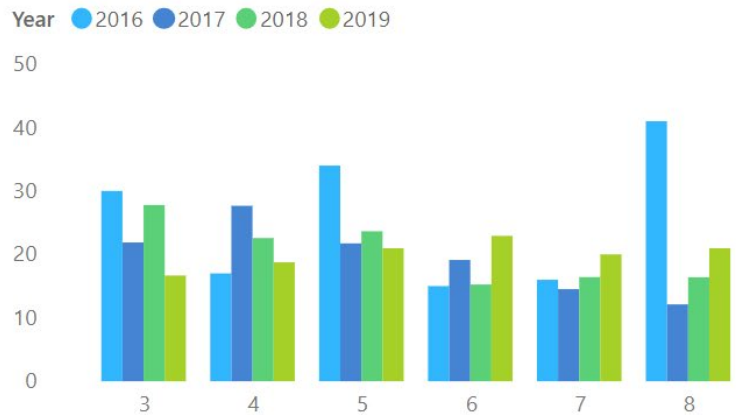




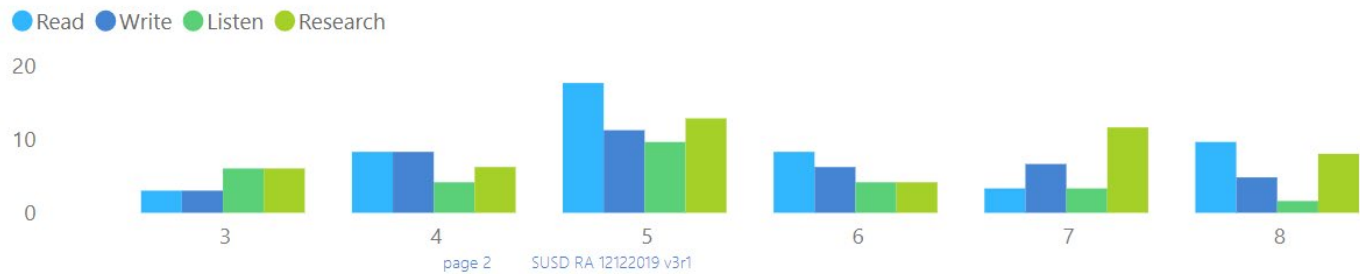
ELA CAASPP: Percent Met/Exceed Standard

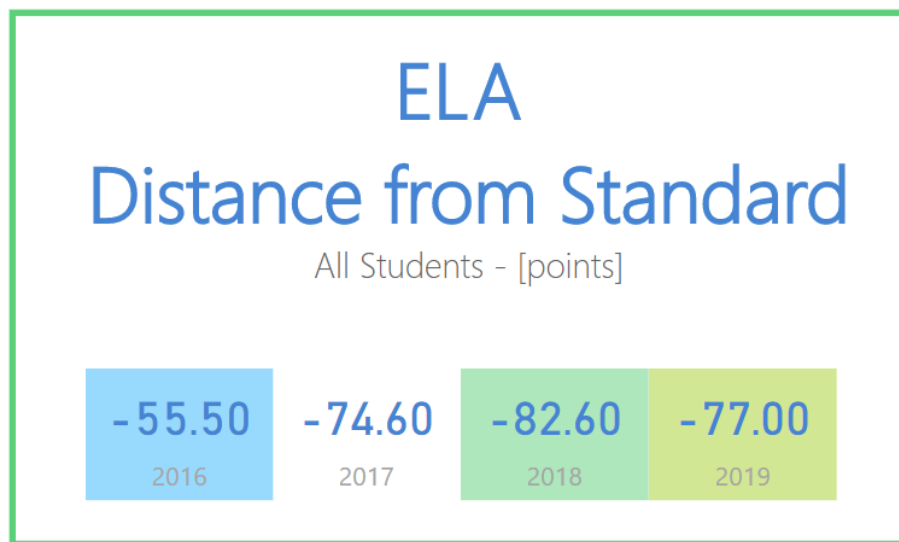


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



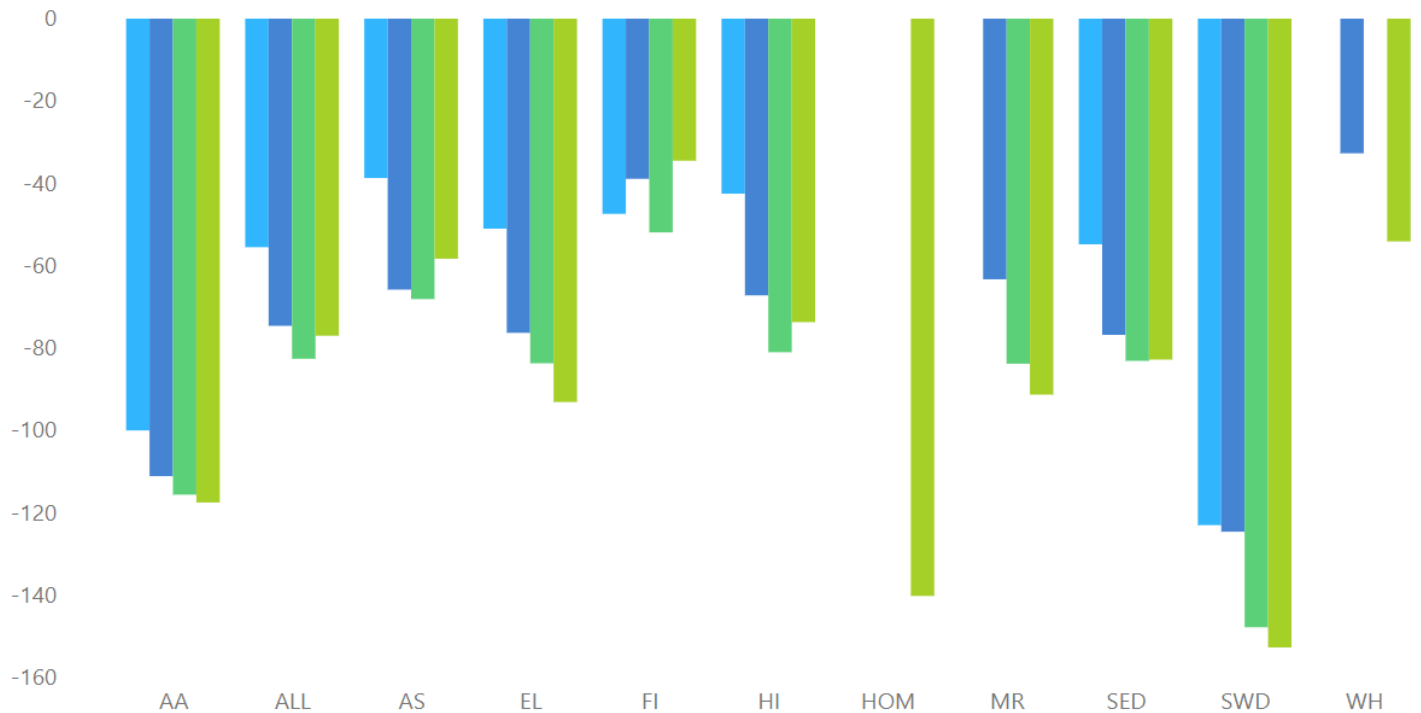
2019 Prelim ELA CAASPP: Area - Percent Above Standard





ELA Distance from Standard [points]

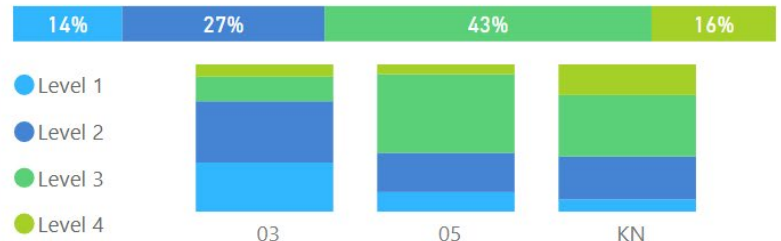
Year ● 2016 ● 2017 ● 2018 ● 2019



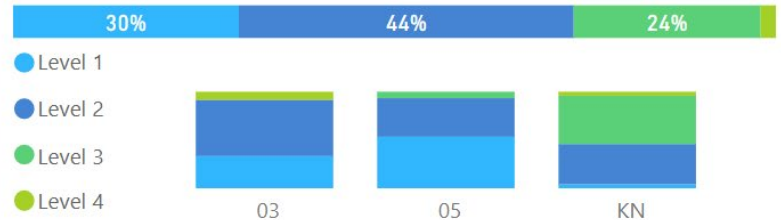
page 3 SUSD RA 12122019 v3r1



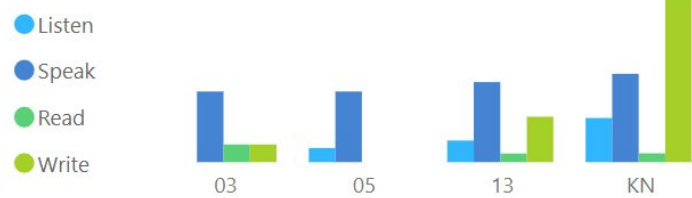
## Oral Language Overall Performance Level



## Written Language Overall Performance Level



## Performance Area: Percent Well Developed



## English Learner Progress

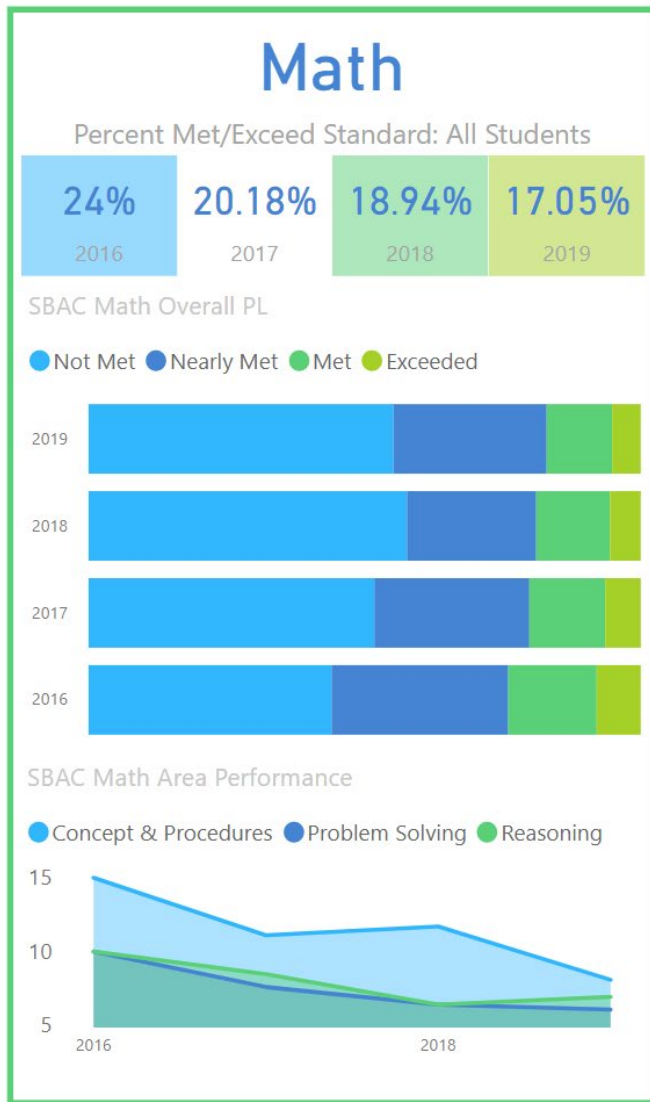
### Reclassification Rates



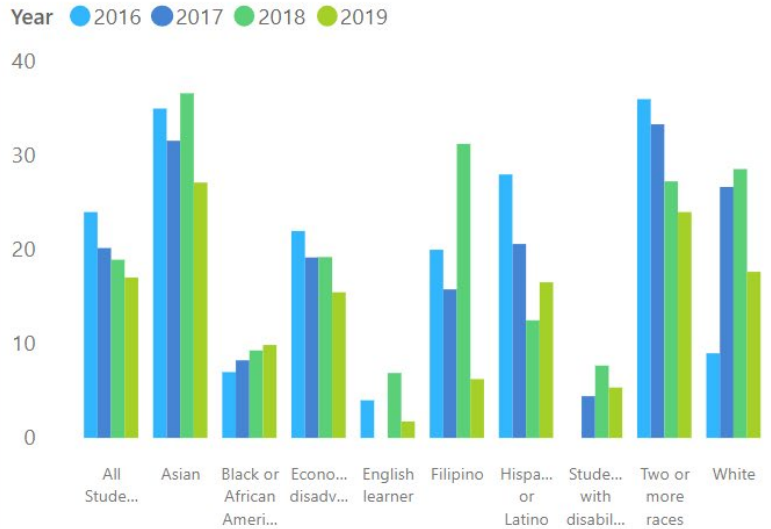
## English Learner Progress Indicator (ELPI)

37.3%

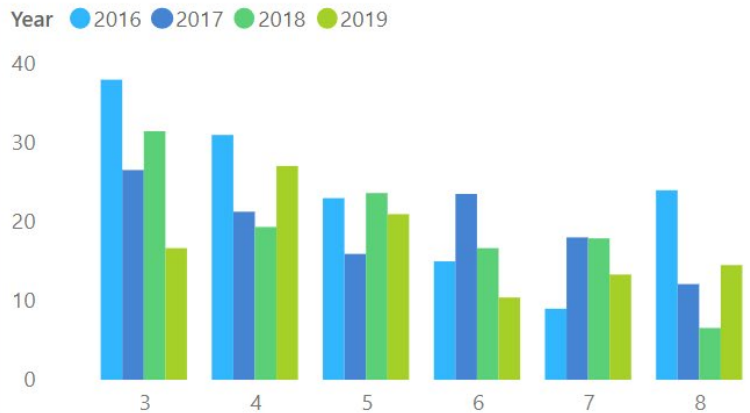
ELPI 2019



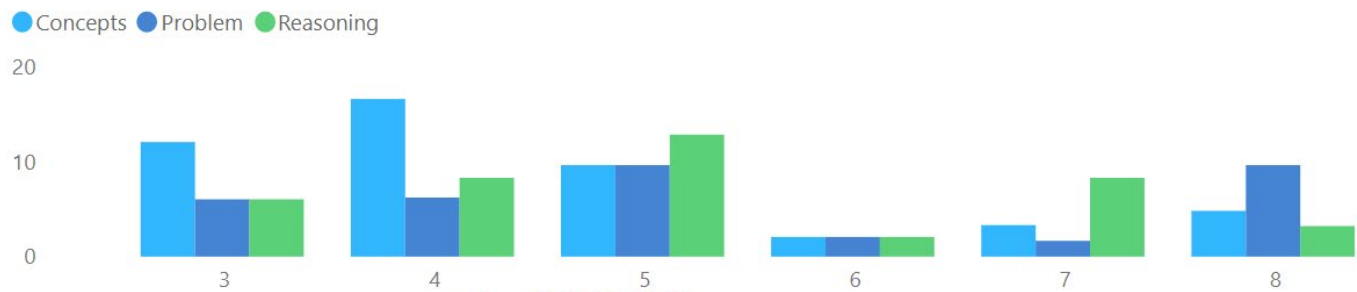
Math CAASPP: Percent Met/Exceed Standard

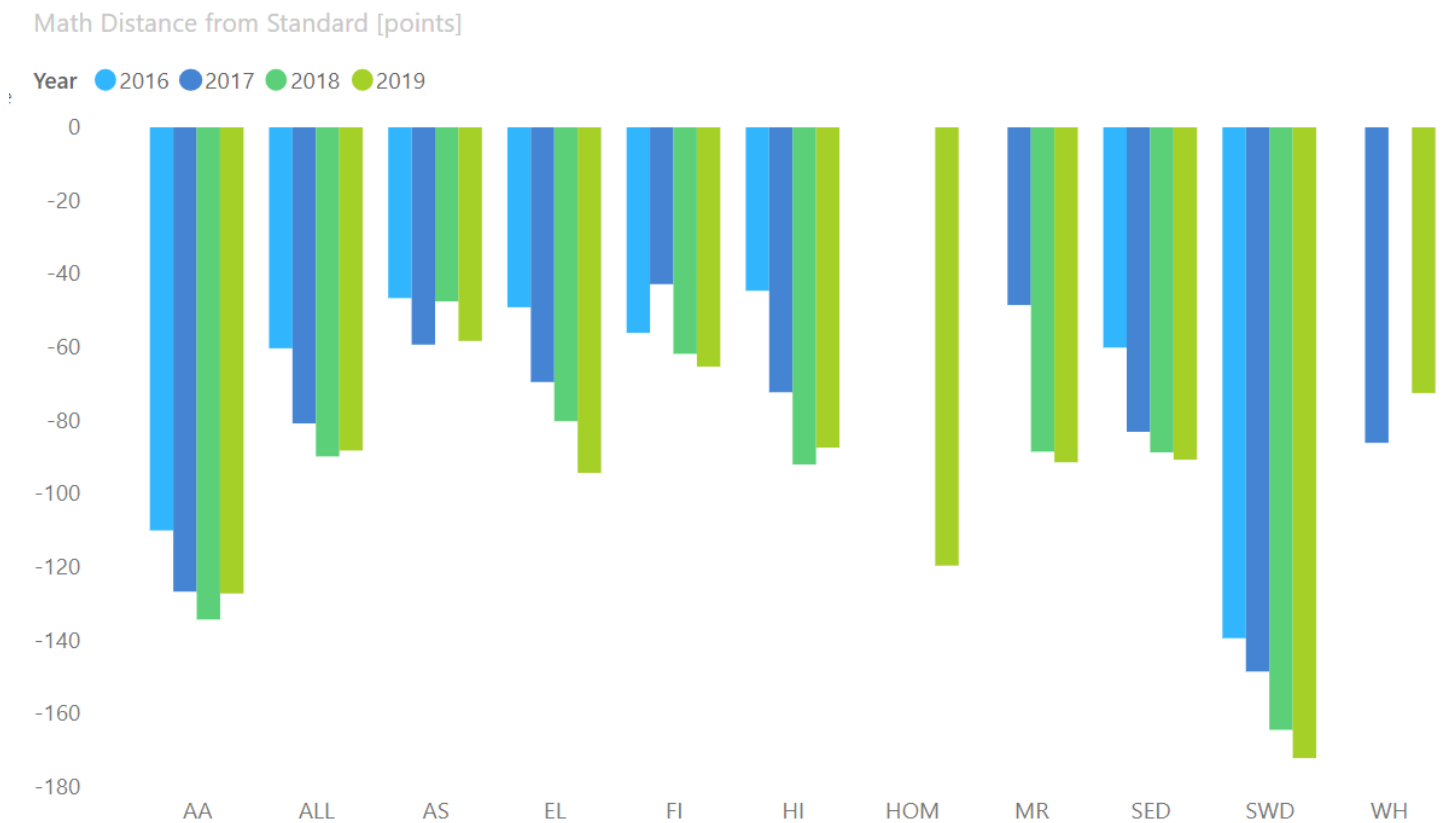
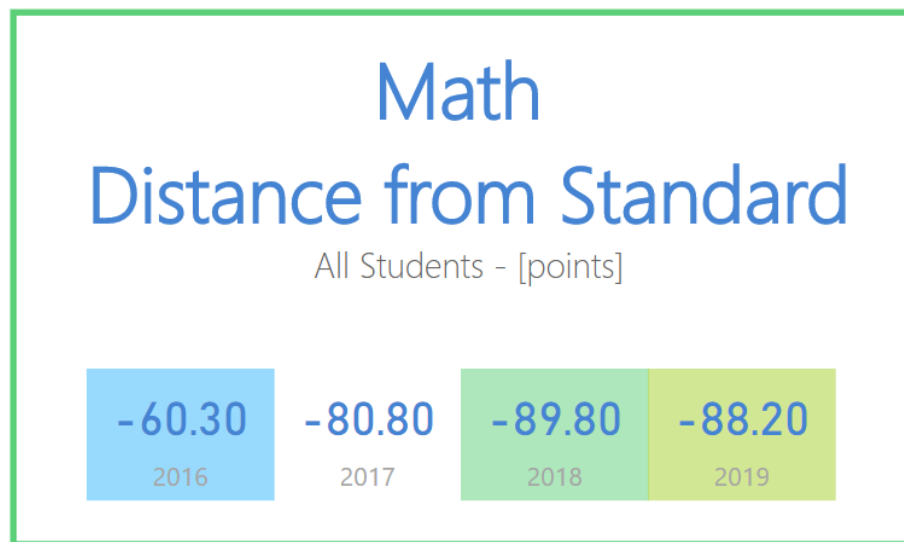


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard





**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-77 points below	-74 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-88.20 points below	-85.20 points below

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

#### Collaboration:

Teachers will have opportunities to collaborate in grade-level teams beyond the contracted day to develop lesson plans and Common Formative Assessments around the district's adopted ELA Curriculum. Teachers will implement deeper understanding and application of the PLC process.

The teacher will use planning/PLC and/or coaching time (in addition to data-dive meetings) to collaboratively use on-going common formative assessment and benchmark data to determine adjusting implementation/instruction. The teacher is to seek help from colleagues, coaches, instructional leaders, SPED experts, CORE/PRIM guides, on-site mentor teacher and parent prior to requesting CARE/SST assistance. All SST (CORE, pink sheet applications will be submitted to the instructional team for approval two weeks prior to holding/scheduling an SST meeting—to be held before or after school).

\*CARE and Instructional Staff Meetings will be held every other week in the instructional staff room. Staff is expected to bring:

WHAT: Counseling Requests, parent concerns, resource needs/requests/PBIS Data/Activity Update, attendance, behavior/discipline data, academic current work (i.e. running record, sample of writing and math test or sample), ELPAC Scores, iReady scores, prior interventions

WHO: Counselors, CSW, Attendance Clerk, Intervention Teacher, Program Specialist, ELAC Lead Teacher/Program Specialist, SSC Member (Admin.), yard duty or campus monitor (as needed).

#### Teacher Additional Comp for Collaboration:

27 teachers X 1 hours X \$60 rate of pay = \$1,620

#### Counselor Additional Comp for Collaboration:

2 Counselors X 1 hour X \$60 rate of pay = \$120

#### Instructional Coach Additional Comp for Collaboration:

2 Instructional Coaches X 1 hour X \$60 rate of pay = \$120

#### Program Specialist Additional Comp for Collaboration:

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1 Program Specialist X 6.5 hours X \$60 rate of pay = \$390 (Allocating \$411)

Teachers will meet with Instructional Coach and/or Program Specialist to discuss assessment and strategies for improvement. Teachers will focus on current data and provide ongoing feedback as the teaching/coaching model is implemented. Academic conferences by grade level is another strategy to monitor the impact of new curriculum implementation.

Substitute Pay: To be determined as needed.

### Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$1,620	11500	Teacher Additional Comp
\$120	12500	Counselor Additional Comp
\$120	19500	Instructional Coach Additional Comp
\$411	19500	Program Specialist Additional Comp



## Strategy/Activity 2

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

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

All Students, with a focus on our 'at risk' sub-populations &  
Identified student subgroups (African American & Students with Disabilities)

### Strategy/Activity

RTI Model will be utilized with curriculum & effective instruction:

Teachers implement targeted small group instruction in ELA/Math/ELD during the school day.

The Instructional Assistant will conduct small group instruction for students who need strategic support in the areas of ELA/Math/ELD per determination of multiple measures (last year's progress/interventions, current weekly work, behavior and attendance as well as both formative and summative tests/evaluations).

Instructional Assistant--\$17,814 Title I— .4375 FTE (21101)

Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school. August will have four teachers offer tutoring twice per week for 9 weeks to students after school. Teachers will use the winter report cards, assessment results, and information from the California Dashboard to identify students and/or subgroups for enrollment in the tutoring after school. (To be funded as funding and need is available.)

The program specialist will assist with implementing the SPSA goals including working with teachers around the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences once per year with every grade level. This includes goal setting and identification of students for tier 3 intervention. For all local assessments (iReady), the PS will create the testing master schedule, including identifying students who require special factors and/or makeups. The PS will create the bilingual assistant's schedules while overseeing their monitoring logs and coordinate training reminders with LDO trainings. The PS will assist with monitoring our progress in AVID and providing students and site with GOOGLE log on issues while maintaining a system for chromebook carts and a system for chromebook checkouts. The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator.

Program Specialist--\$75,139 LCFF--\$75,139 Title I—FTE (19101)

### Proposed Expenditures for this Strategy/Activity 2

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

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$17,814	21101	.4375 FTE Instructional Assistant (salary & benefits)
\$75,139	19101	.5 FTE Program Specialist (salary & benefits)

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$75,139	19101	.5 FTE Program Specialist (salary & benefits)

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Teaching staff participate in professional learning opportunities, supports, workshops, and conferences that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process. Professional learning opportunities include but are not limited to AVID Summer Institute, Professional Learning Communities, California Association for Bilingual Education, Good Teaching Conference, and Solution Tree Conferences.

Conferences/Trainings/Workshops, Consultants, License Agreements - \$5,000 Conferences - LCFF (Physical or distance learning opportunities)

Including, but not limited to the following:

\*AVID Summer Institute – June 2021 – Administrator(s), Instructional Coach(es)/Program Specialist, and Teachers

\*Professional Learning Communities Conference – June 2021 – Administrator(s), Instructional Coach(es)/Program Specialist, School Counselor(s), and Teachers

\*California Association for Bilingual Teaching Conference – 2nd Trimester – Instructional Coach(es) and Teachers

\*Solution Tree Conferences – 2nd/3rd trimester – Administrator(s), Instructional Coach(es) and Teachers

#### Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	52150	Conferences

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

All Kennedy students will have access to the digital and on-site libraries to build reading fluency and comprehension skills.

Book - \$5,000

Library Media Assistant will assist students in selecting books appropriate for their reading level (Lexile Level), will provide students with knowledge in locating and using library services, and modeling reading through the read aloud strategy that fosters a love of reading to all students.

Library Media Clerk (24101)—3.5 hr.--\$18,662--LCFF

Kennedy School implements AVID school-wide strategies to all students. Students in grades TK-8 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

Kennedy's AVID Leadership team will work on schoolwide strategies, such as focused notetaking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels will utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Kennedy also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Kennedy AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program.

Kennedy will have annual AVID goals which include a school-wide organization goal that requires purchasing materials such as, but not limited to binders, folders, dividers, planners, post-it notes, and highlighters to name a few.

Instructional Materials-(43110) -- \$15,032----Title I, \$9,000 - LCFF

Duplicating instructional materials, student resources, planners (57150) --\$3,000--LCFF

Maintenance Agreements - \$1,600

### Proposed Expenditures for this Strategy/Activity 4

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

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$15,032	43110	Instructional Materials

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$18,662	22601	.4375 FTE Library Media Assistant (salary & benefits)
\$1,600	56590	Maintenance Agreements
\$3,000	57150	Duplicating
\$9,000	43110	Instructional Materials

## Strategy/Activity 5

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

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

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

\*interact with peers who will attend kindergarten classes promoting social skills.

\*Establish a connection between the kindergarten teacher and preschooler.

\*Practice kindergarten routines such as eating in the cafeteria, attending assemblies recess rules, and visiting the library.

\*Attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity 5

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 1

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 deleted.

### Analysis

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

Information not available due to administration changes.

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

Material Changes

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.

Future Changes



## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 30, 2021, to decrease the suspension rate among all students by 5%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 30, 2021, to decrease the chronic absenteeism rate from 23.7% to 20.7%

## Identified Need

Suspension –

Dashboard: Yellow in 2018

12.7% for 2018 decrease of - 1.2% from 2017

Hispanic = 8.6% and increase of -.0.3

Two or More Races = 22.2 % an increase of 15.1%

School Climate – School Climate Survey (Grades 6-8)

Only 58% of students feel safe at school

Only 65% of students report that there is a teacher or other adult who cares

Suspensions (All Students)

-Reduce the number of suspensions for all, especially our at risk youth

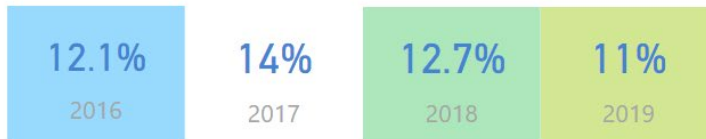
12.7% -ALL students

9.7%-‘at risk youth’

-Increase percentage of students who feel safe at school and cared for by 10% both indicators.

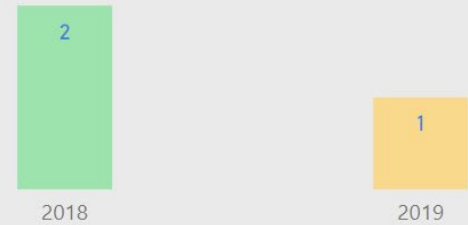
## Suspension Rate

All Students  
percent of unduplicated suspension



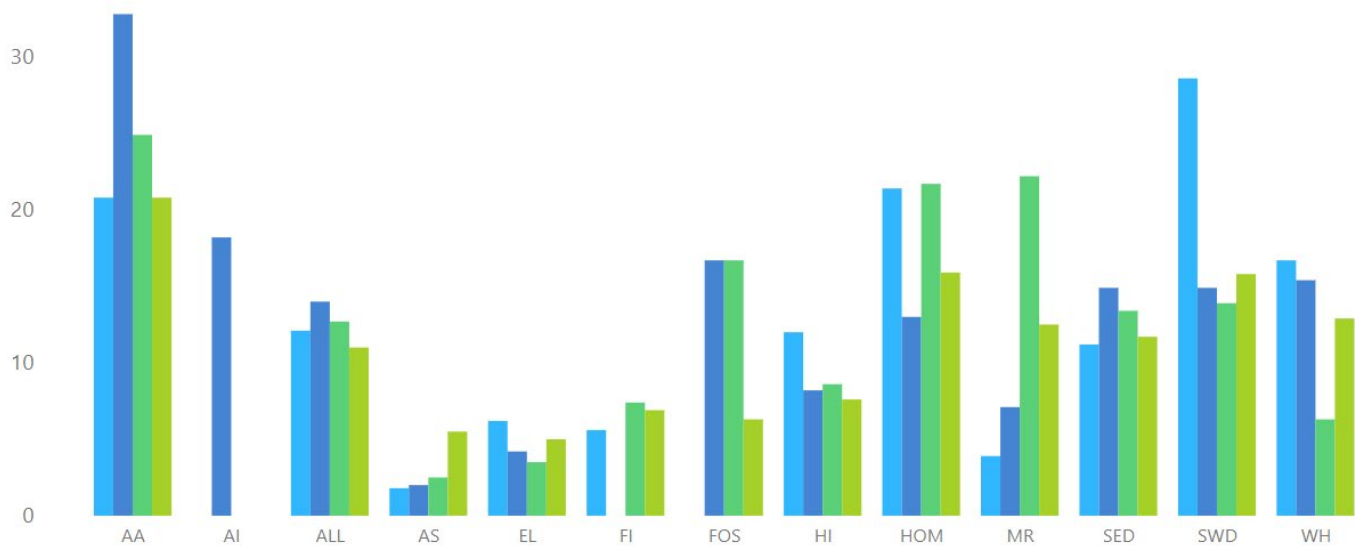
## Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available



Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



Attendance/Chronic Truancy –

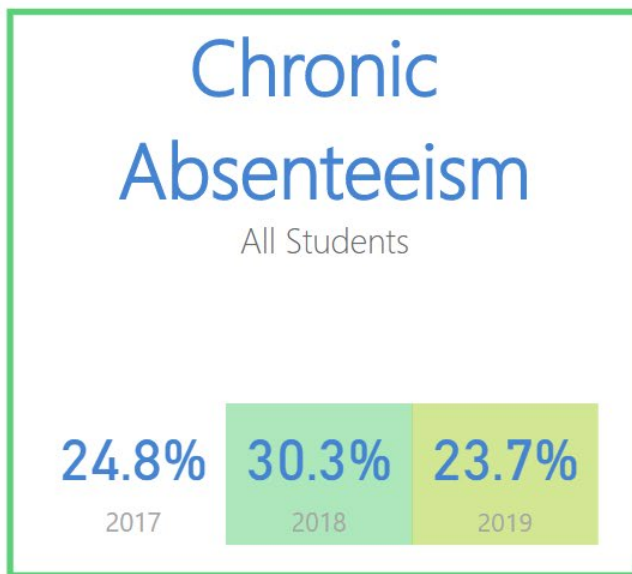
Need: Reduce Chronically absent students by reaching out to families proactively and creating student efficacy.

Chronic Absenteeism (All Students)

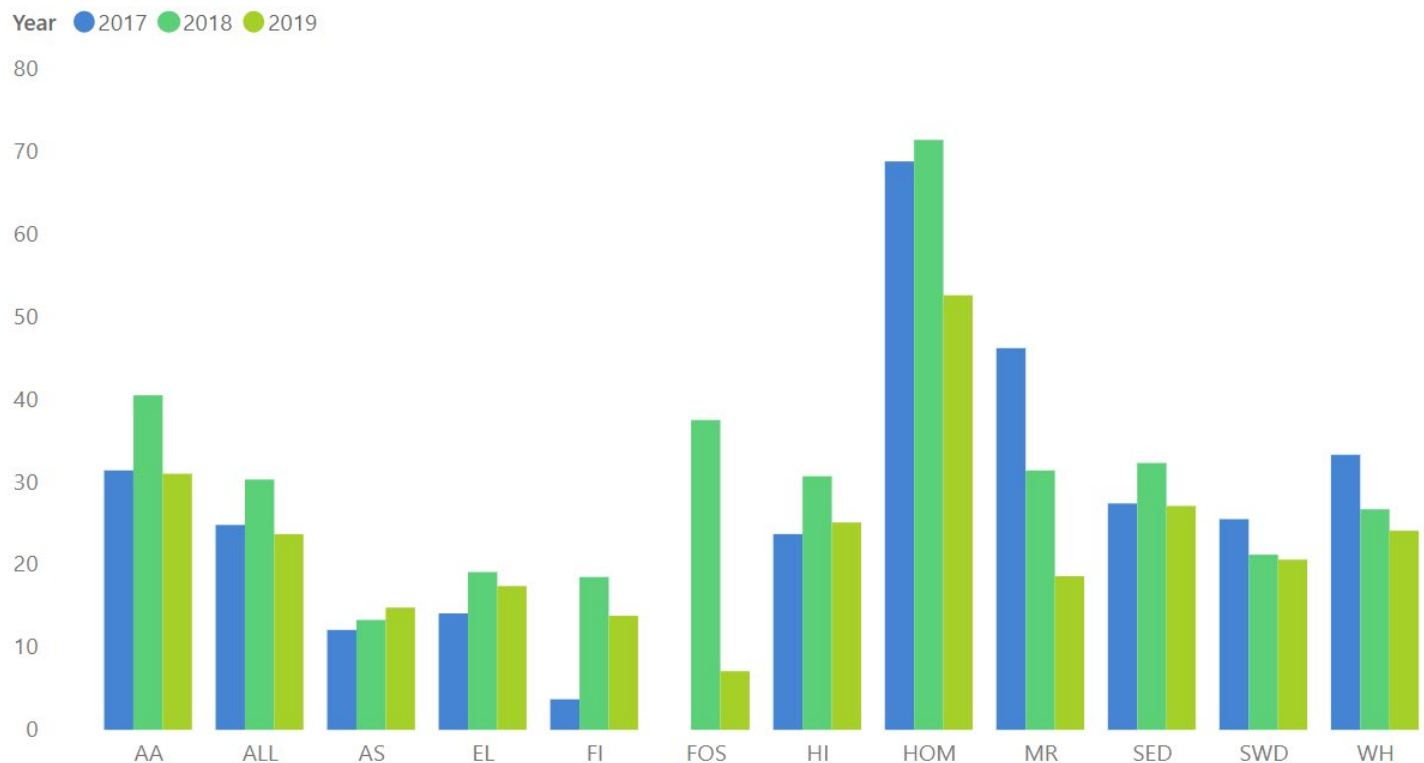
30.3% -2018

29.8% -2019

\*Reduce Chronic Absences by 10% in the 2020 school year, from 29.8%-19.8%



Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	11%	6%
Chronic Absenteeism (All Students)	23.7%	20.7%

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Provide daily/weekly check-ins along with weekly incentives\* to students with the highest rates of absenteeism/discipline referrals. Counselor will refer to outside services for students with social/emotional needs as necessary. Provide social and emotional support resources designed to positively impact student learning and school culture through PLUS counseling, PBIS, school wide assemblies, structured lunch and recess sports activities, and counselor led classroom presentations.

Counselors to facilitate the implementation of the district's social/emotional curriculum for grade TK – 8. Also, to support student attendance – focusing on students with chronic absenteeism and tardies. In addition, coordinate communication with parents. TK – 1 grade retention support ensuring student success.

(\*Incentives are not allowable using Title I and site LCFF funds.)

### Proposed Expenditures for this Strategy/Activity 1

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.





## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 deleted.

### Analysis

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

Information not available due to administration changes.

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

Material Changes

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.

Future Changes

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 30, 2021, to increase parent involvement activities through digital platforms.

## Identified Need

Meaningful Partnerships:

Increase in Parent Engagement Activities:

Back-to-School Night

STEAM Night

Awards/Academic Assemblies

PTA/PTO/or parent group established

Parent Resource room created for parent learning and access to technology and classes.

ELAC- English Learners Advisory Committee Family Workshops

Care Teams

SST- Student Study Teams

Parent-Student-Teacher Conferences

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of digital meetings	Baseline	4

## Strategy/Activity 1

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

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

All students - All Student Groups

### Strategy/Activity

Promote and facilitate parent and community involvement through parent “Coffee Hours”/workshops and engagement.

Parent Meeting - \$500: Light snacks and refreshments, parent training materials, such as chart paper, poster paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,752 – Title I, \$1,248 - LCFF: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

### Proposed Expenditures for this Strategy/Activity 1

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$500	43400	Parent Meetings
\$1,752	43200	Non-Instructional Materials

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$1,248	43200	Non-Instructional Materials

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 deleted.

### Analysis

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

Information not available due to administration changes.

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

Material Changes

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.

Future Changes

## Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$115,237
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$231,157

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$115,237

Subtotal of additional federal funds included for this school: \$115,237

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 (\$)
LCFF	\$115,920

Subtotal of state or local funds included for this school: \$115,920

Total of federal, state, and/or local funds for this school: \$231,157



## Budget Spreadsheet Overview – Title I

**KENNEDY****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$	112,985
TOTAL BUDGET DISTRIBUTED BELOW	\$	112,985
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	2,252
	TOTAL BUDGET DISTRIBUTED BELOW	\$	2,252
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp							\$ -
11700	Teacher Substitute							\$ -
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.5000	\$ 75,139					\$ 75,139
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant	0.4375	\$ 17,814					\$ 17,814
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 92,953	\$ -	\$ -	\$ -	\$ -	\$ 92,953
Books & Supplies								
42000	Books		\$ 5,000					\$ 5,000
43110	Instructional Materials		\$ 15,032					\$ 15,032
43200	Non-Instructional Materials						\$ 1,752	\$ 1,752
43400	Parent Meeting						\$ 500	\$ 500
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 20,032	\$ -	\$ -	\$ -	\$ 2,252	\$ 22,284
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 112,985	\$ -	\$ -	\$ -	\$ 2,252	

## Budget Spreadsheet Overview – LCFF

**KENNEDY****Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 115,920
TOTAL BUDGET DISTRIBUTED BELOW	\$ 115,920
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp		\$ 1,620				\$ 1,620
11700	Teacher Substitute						\$ -
12151	Counselor		\$ 120				\$ 120
13201	Assistant Principal						\$ -
19101	Program Specialist	0.5000	\$ 75,139				\$ 75,139
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp		\$ 120				\$ 120
	OTHER Certificated		\$ 411				\$ 411
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.4375	\$ 18,662				\$ 18,662
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
<b>Sub Total - Personnel/Benefits</b>			<b>\$ 96,072</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 96,072</b>
<b>Books &amp; Supplies</b>							
42000	Books						\$ -
43110	Instructional Materials		\$ 9,000				\$ 9,000
43200	Non-Instructional Materials					\$ 1,248	\$ 1,248
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
<b>Sub Total-Supplies</b>			<b>\$ 9,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,248</b>	<b>\$ 10,248</b>
<b>Services</b>							
57150	Duplicating		\$ 3,000				\$ 3,000
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 1,600				\$ 1,600
56530	Equipment Repair						\$ -
52150	Conference		\$ 5,000				\$ 5,000
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
<b>Sub Total-Services</b>			<b>\$ 9,600</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 9,600</b>
<b>GRAND TOTAL</b>			<b>\$ 114,672</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,248</b>	<b>\$ 115,920</b>
<i>I certify that the budget above is in the SPSA and has been approved by School Site Council</i>							