



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 09/22/2020

Version 2 – 09/28/2021

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 2 – 09/15/2021	Ver 1 – 08/27/2020 Ver 2 – 09/15/2021	Ver 1 – 09/22/2020 Ver 2 – 09/28/2021

Purpose and Description

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

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%

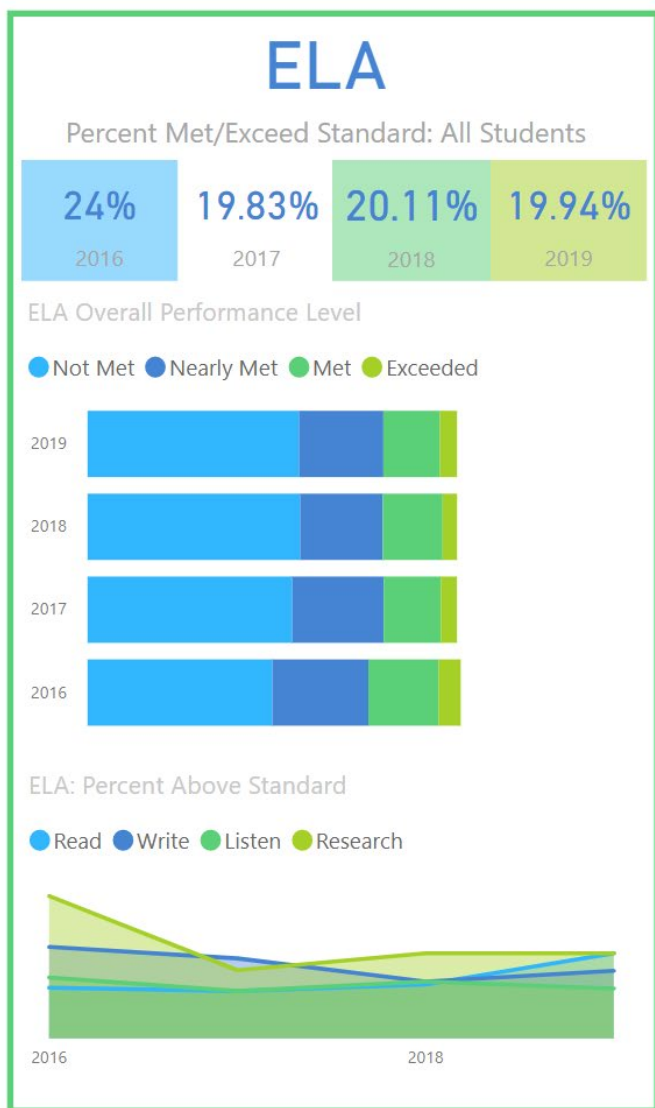
Level 1 - Beginning Stage - 20.2%

*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:

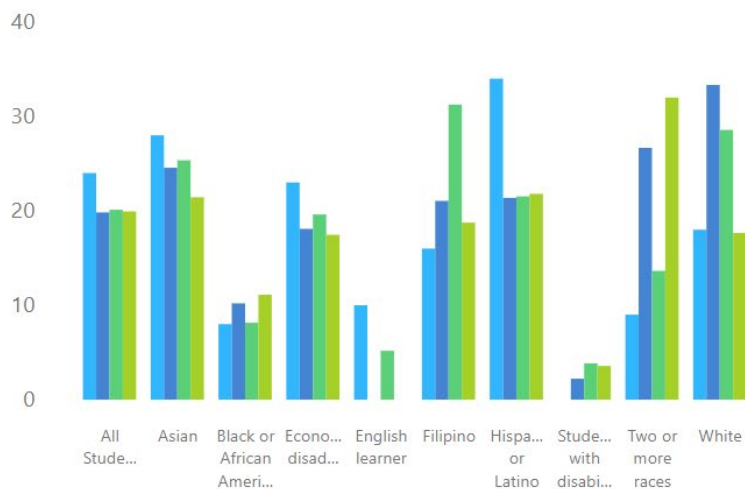
Math2018: Orange Indicator - 90.0 points below standard. Declined 10.1 points

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



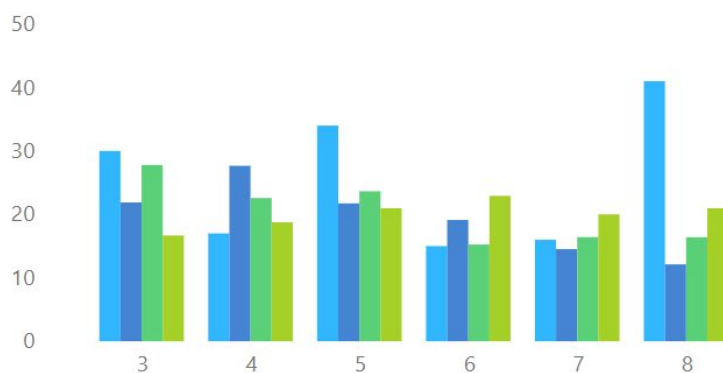
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



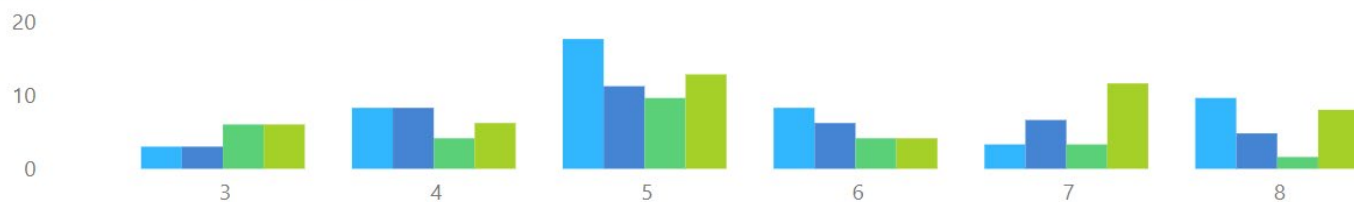
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019



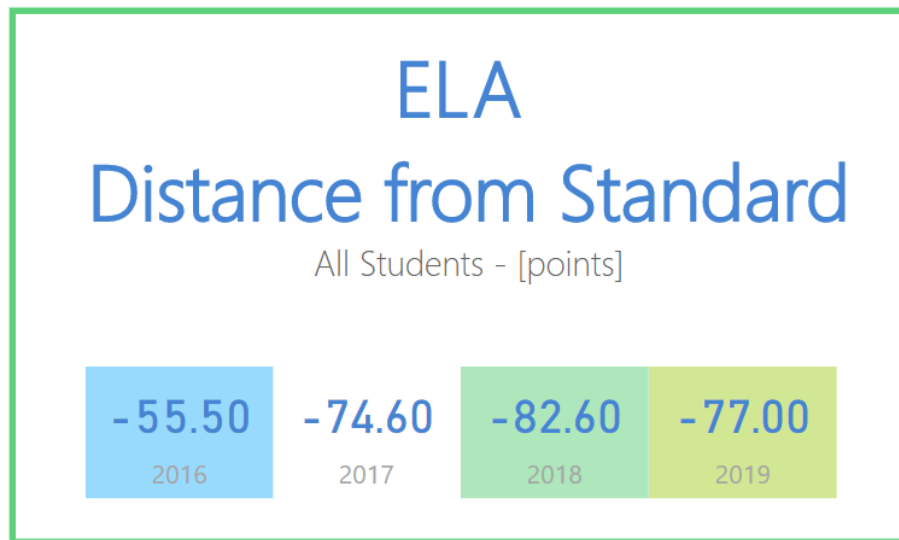
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research



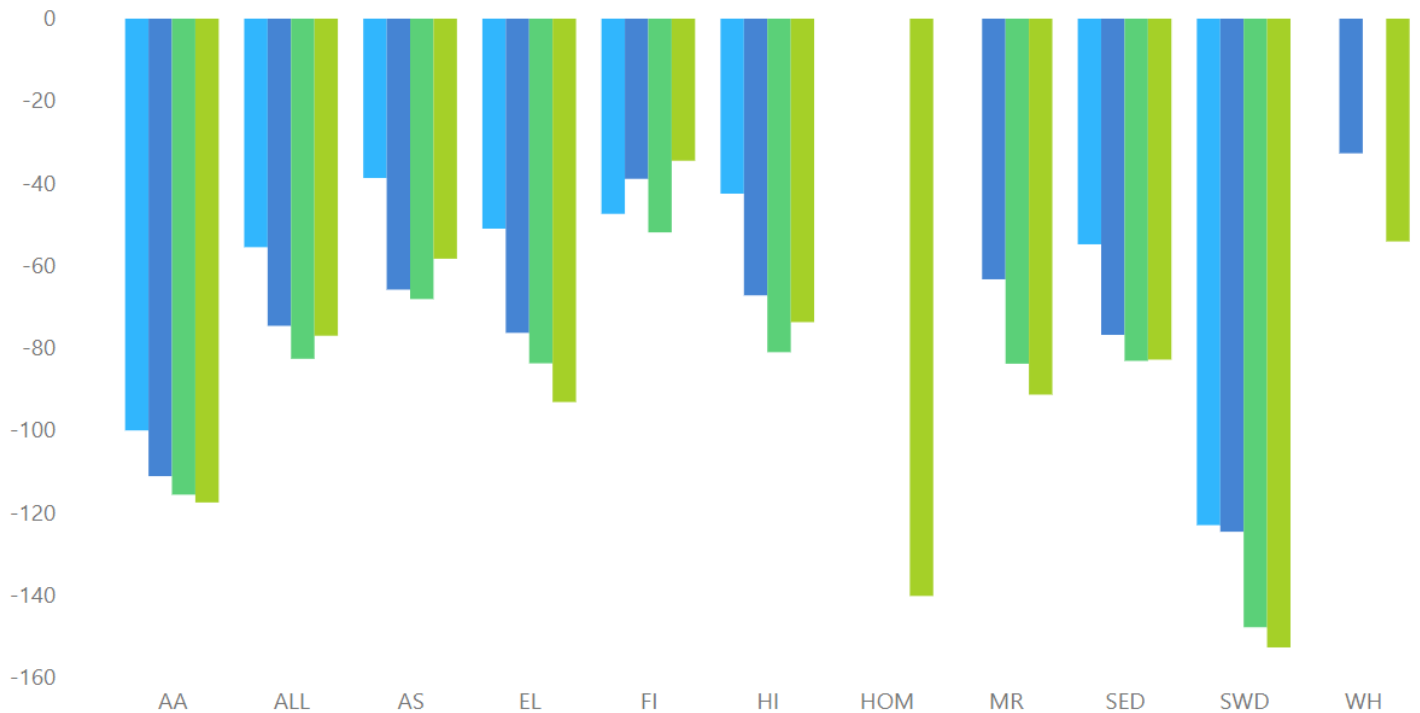
page 2

SUSD RA 12122019 v3r1



ELA Distance from Standard [points]

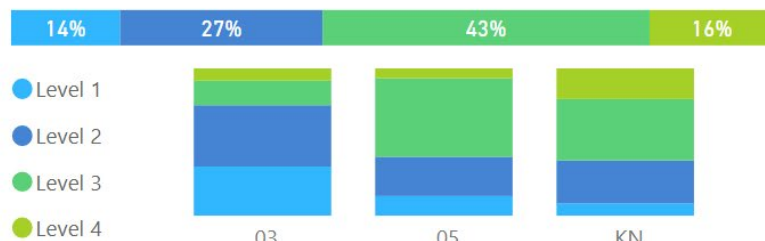
Year ● 2016 ● 2017 ● 2018 ● 2019



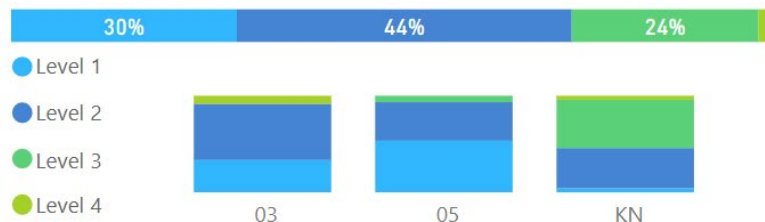
page 3 SUSD RA 12122019 v3r1



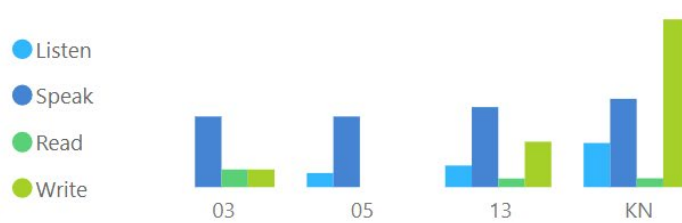
Oral Language Overall Performance Level



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

Percent Met/Exceed Standard: All Students

24%

2016

20.18%

2017

18.94%

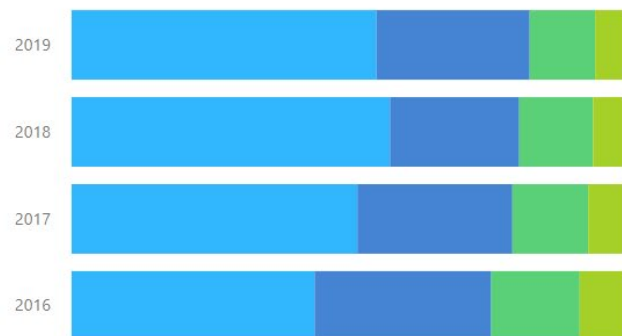
2018

17.05%

2019

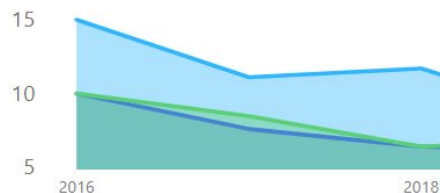
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



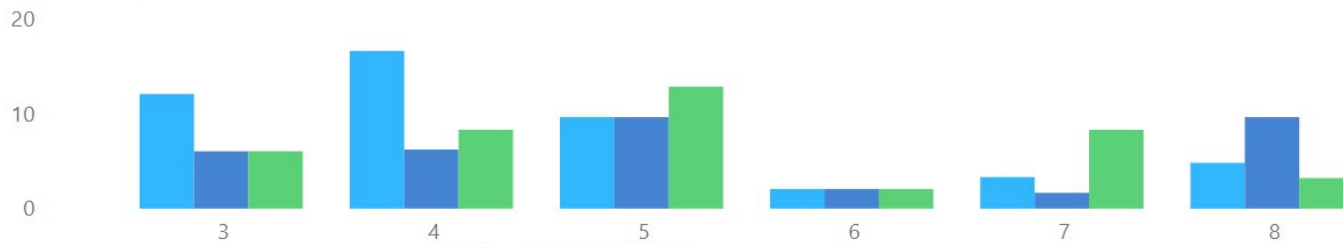
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



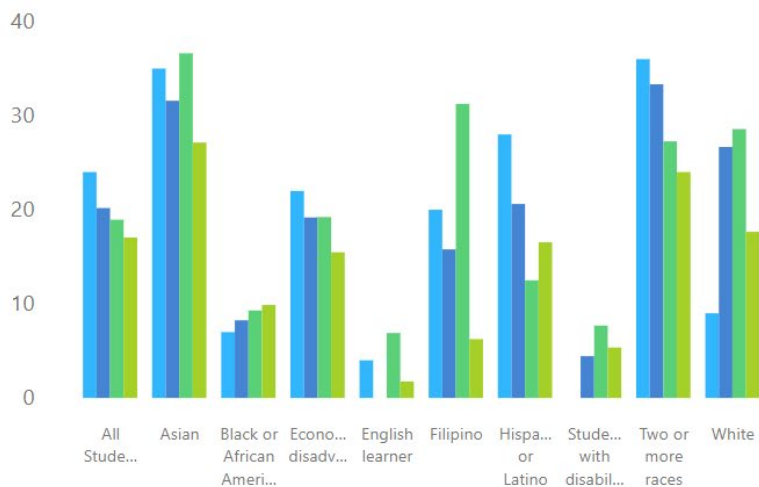
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning



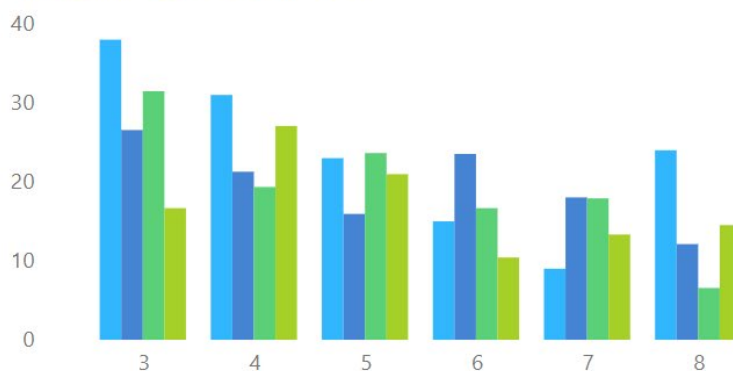
Math CAASPP: Percent Met/Exceed Standard

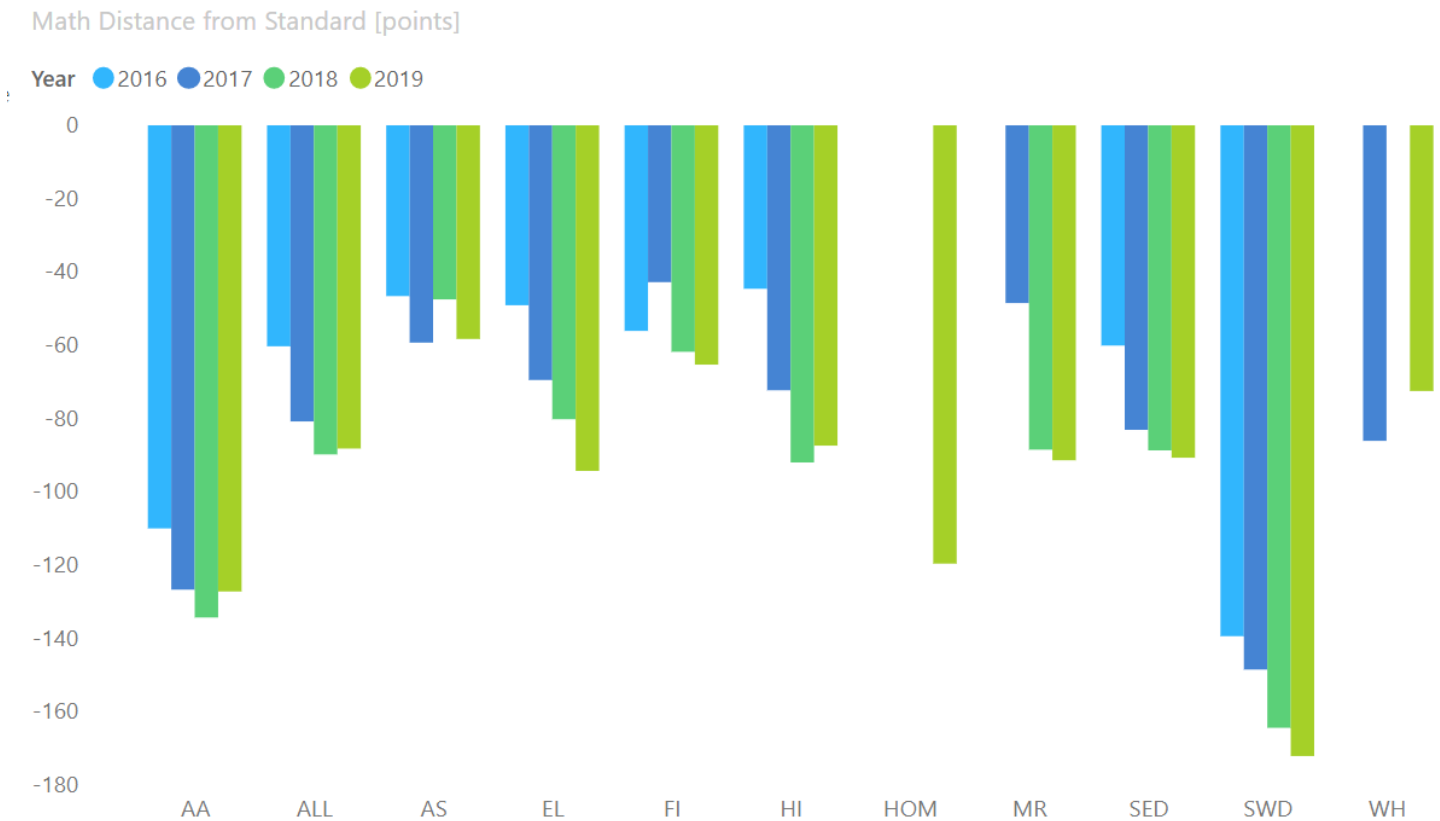
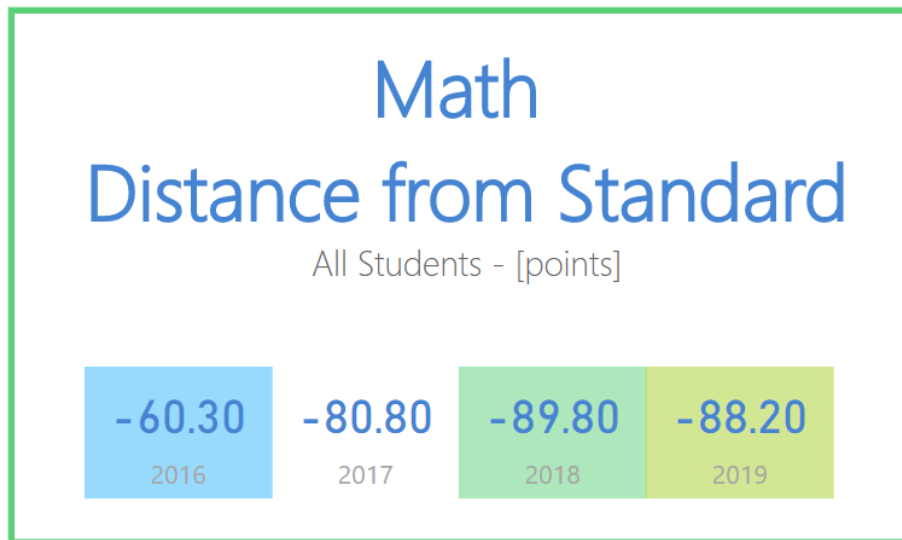
Year ● 2016 ● 2017 ● 2018 ● 2019



Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019





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:

Compensation for Student Achievement OCT 2020-2021

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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

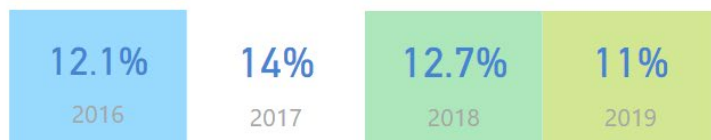
12.7% -ALL students

9.7%-‘at risk youth’

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

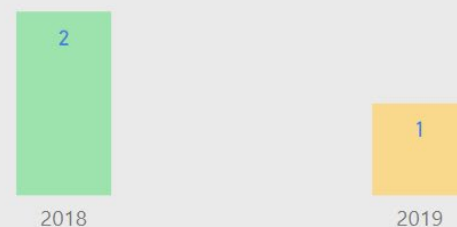
Suspension Rate

All Students
percent of unduplicated suspension



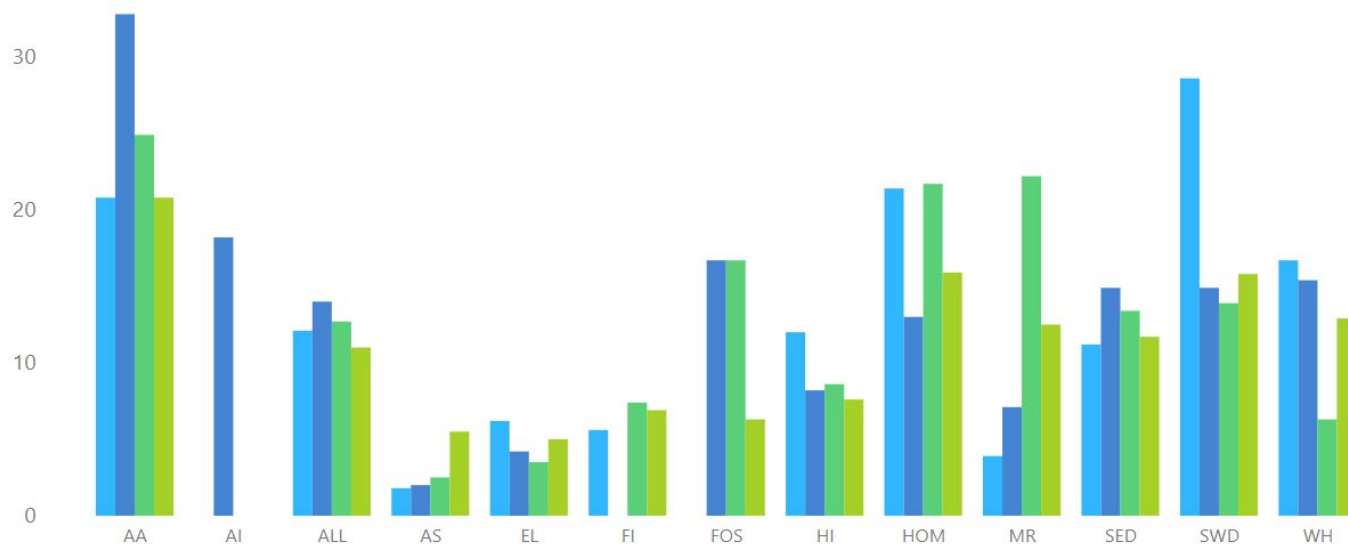
Expulsion

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



Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



Attendance/Chronic Truancy –

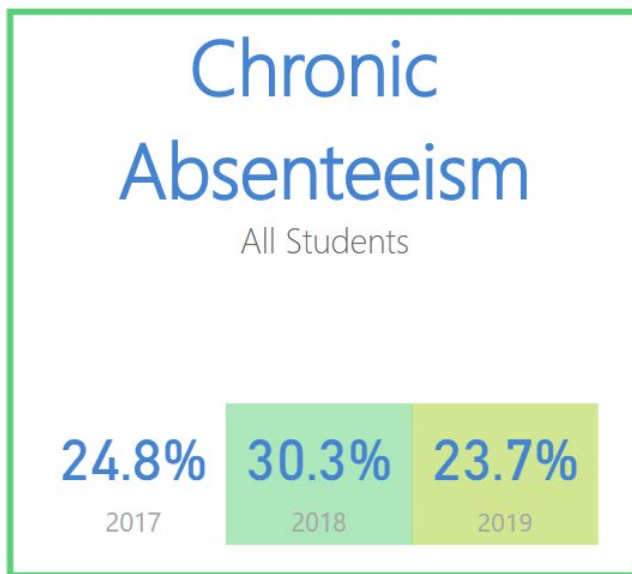
Need: Reduce Chronically absent students by reaching out to families proactively and creating student efficacy.

Chronic Absenteeism (All Students)

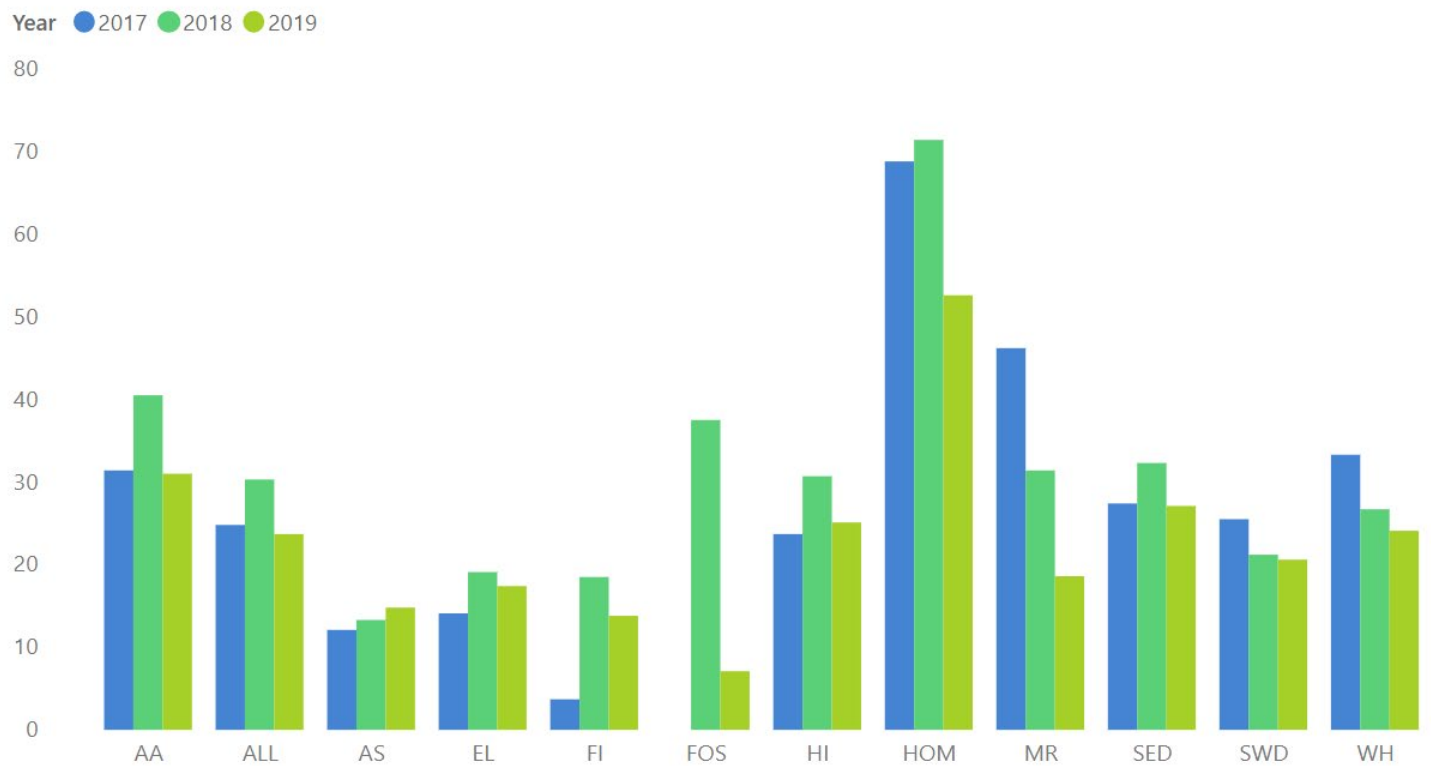
30.3% -2018

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	
Personnel Cost-Including Benefits							
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						\$ -
Sub Total - Personnel/Benefits			\$ 96,072	\$ -	\$ -	\$ -	\$ 96,072
Books & Supplies							
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						\$ -
Sub Total-Supplies			\$ 9,000	\$ -	\$ -	\$ 1,248	\$ 10,248
Services							
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						\$ -
Sub Total-Services			\$ 9,600	\$ -	\$ -	\$ -	\$ 9,600
GRAND TOTAL			\$ 114,672	\$ -	\$ -	\$ 1,248	\$ 115,920
<i>I certify that the budget above is in the SPSA and has been approved by School Site Council</i>							

Amendments

Version 2 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

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

By the end of the year 2022, per iReady Reading Diagnostic Results Report,

- The total number of students performing at two or more grade levels below in ELA will decrease by 27 students.
- The total number of students performing one grade level below in ELA will decrease by 23 students.
- The total number of students performing on grade level or above will increase by 17 students.

By the Fall ELPAC Summative 2022, all English Learner students will increase ELPAC scores by one proficiency level.

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

By the end of the year 2022, per iReady Math Diagnostic Results Report,

- The total number of students performing two or more grade levels below in Math will decrease by 28 students.
- The total number of students performing one grade level below in Math will decrease by 31 students.

The total number of students performing at grade level or above in Math will increase by 14 students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning.

29 teachers X 10 hours X \$60 = \$17,400 (Allocating \$17,457)

2021-2022 Strategy Update

Collaboration:

Teachers will have opportunities to collaborate in grade level teams beyond their contracted day to: Strategically Plan, Analyze Data, Develop Common Formative Assessments (CFA), and Design and Develop Instruction to meet the needs of all students. Teachers will seek assistance from Instructional Coaches and Program Specialist, SpEd specialists, and on-site mentors for support in instruction, data analysis, and differentiated instruction to meet the needs of all students. Teachers will implement deeper understanding and application of the PLC process.

Schedule C.A.R.E. Team meetings twice a month. The team is made up of counselors, CSW, Attendance Clerk, Program Specialist, Instructional Coaches, and teacher, psychologist, MHT, and administration team will meet twice a month to review referrals, parent concerns, resource needs, attendance, interventions, and discipline and academic data to develop a plan of action to support students, parents, and teachers. The team will develop a plan of action to support students, parents, and teachers.

Fund 0.4375 FTE Instructional Assistant to provide small group instructional support for students in grades TK-1 grade. (Title 1 Fund - \$19,000)

Provide materials and Supplies to support:

- English Learners in their acquisition towards proficiency of the English language (LCFF - \$9,000)

* Supplemental materials that support the core curriculum, pocket charts, manipulatives, visual resources, graphics organizers.

Provide release time for teachers:

- Academic Conferencing with teachers 3-4 times a year to monitor the progress of all students in Math and ELA and develop a plan of action to provide support for students at all performance bands.
- Collaborative planning, analyzing data, designing and developing curriculum/lessons, identifying effective research-based instructional strategies to implement during instruction and interventions to meet the needs of all groups of students.

29 teachers x 3 hours x \$60 rate per day = \$5,000 (Title 1 Fund)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
19,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
9,000	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

RTI Model will be utilized with curriculum & effective instruction:

Teachers will provide targeted small group instruction in ELA/Math/ELD during their MTSS small group block time during the school day.

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.

Fund a 1.0 FTE Program Specialist (19101 - Title 1 Fund - \$75,200, LCFF - \$75,200) who will coordinate supplemental programs at site:

- Coordinate and manage state required testing
- Coordinate intervention program: identify students for support, assist intervention teacher(s), assist with assessments; ongoing placement and movement of Tier 1, 2, 3 as necessary
- Coordinate/integrate base and supplemental programs
- Select and order supplementary materials for reading and mathematics
- Coordinate literacy program
- Coordinate local assessments – parent notification of assessments, assist admin with make-ups, SpEd students, small group, assist with creating Common Formative Assessments (CFA) and administration
- Assist with coordination of the Coordinate Compliance Review (CCR)
- Assist Administration and school with: managing and analyzing data, School Plan writing, inventory of materials and books, monitoring EL program and services; parent involvement (family math and literacy nights), modeling lessons, effective teaching strategies and peer coaching to teachers, tech support for instructional purposes
- Provide Instructional Program Support – 100%

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
75,200	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
75,200	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide opportunities for teachers to participate in professional development to enhance their knowledge and skills in effectively planning and delivering high quality first instruction. Professional development includes training, workshops, and conferences that enhance instructional strategies focusing on monitoring student progress towards grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identify best practices through the Professional Learning Community (PLC) process. Conferences may include: literacy, math, science, PBIS, AVID, or other conferences training to support instructional strategies.

Conferences – 52150 - (Title 1 Fund - \$10,000)

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

.4375 FTE Library Media Assistant (26101 - LCFF - \$19,212) (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.

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 school-wide 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) -- \$10,032 - Title I, \$2,828 - LCFF

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

Maintenance Agreements – 56590 - \$2,100 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
10,032	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
19,212	2000 Series	Classified Personnel Costs (including benefits)
2,828	4000 Series	Books & Supplies
5,100	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 30, 2022, to decrease the suspension rate among all students from 6.7% to 3.7%.

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

By June 30, 2022, to decrease the chronic absenteeism rate (as measured at the end of 2021) by 5% from 23.7% to 18.7%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Counselors will 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.

Additional Release Time for Classified Staff to participate in C.A.R.E. and PBIS Committee meetings, planning activities, and for training purposes. (LCFF - \$1,500)

25 hours X \$60 = \$1,500

Full implementation of PBIS Tier 1 – design and development of a plan for improving student behaviors, incentives/rewards, rules and behavior expectations, staff training and professional development.

PBIS Team will meet twice a month to progress monitor the implementation of Tier 1 and suggest and recommend strategies for improvements.

Consultants for Assemblies – provide opportunities for students to receive impactful assemblies to help them develop character traits and lifelong skills in preparation for college and career readiness.

(Consultants - 58100 - Title 1 - \$11,210)

C.A.R.E Team will meet twice a month to review discipline and attendance data and develop a plan of action to reduce referrals, suspensions, and chronic absenteeism. The Child Welfare and Attendance clerk will do home visits to meet with parents to discuss a plan of action to get student/s back to school on a regular basis.

Release Time for teachers to meet with IEP, 504, SST, and CARE teams to analyze data, discuss and recommend Tier 1, 2, and 3 academic and behavioral supports for students, parents, and teachers.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
11,210	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
1,500	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

All students will benefit from programs and services designed to inform and involve family and community partners.

During the 2021-22 school year Henry will increase parent/ community participation and other meaningful partnerships by 10%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$2,430.

2021-2022 Strategy Adjustment

Parent Meeting (43400) - \$500 – 50647 – Title I: 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 (43200) - \$1,930 – 50647 - Title I: 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
2,430	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

KENNEDY #252

KENNEDY #252

										INITIAL BUDGET/DATE		REVISED BUDGET/DATE						
TITLE I		TOTAL ALLOCATION		\$ 130,442		LCFF		TOTAL ALLOCATION		\$ 115,920		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 2,430		
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 130,442				TOTAL BUDGET DISTRIBUTED BELOW		\$ 115,920				TOTAL BUDGET DISTRIBUTED BELOW		\$ 2,430		
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0		
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET	
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE
Personnel Cost-Including Benefits																		
11500	Teacher - Add Comp (incl benefits)		\$ 17,457		\$ 1,620													\$ 19,077
11700	Teacher Substitute (incl benefits)																	\$ -
12151	Counselor																0.000	\$ -
30000	Statutory Benefits																	\$ -
12500	Counselor-add Comp (incl benefits)				\$ 120													\$ -
13201	Assistant Principal																	\$ -
30000	Statutory Benefits																	\$ -
19101	Program Specialist	0.500	\$ 53,392	0.500	\$ 53,392												1.000	\$ 106,785
30000	Statutory Benefits		\$ 22,116		\$ 22,117													\$ 44,233
19500	Prog Spec-Add Comp (incl benefits)				\$ 411													\$ -
19101	Instructional Coach																	\$ -
30000	Statutory Benefits																	\$ -
19500	Instr Coach-Add Comp (incl benefits)				\$ 120													\$ 120
21101	Instructional Asst/CAI	0.438	\$ 16,351														0.438	\$ 16,351
30000	Statutory Benefits		\$ 1,463															\$ 1,463
21500	Inst Asst/CAI -Add Comp (incl benefits)																	\$ -
21101	Bilingual Assistant																	\$ -
30000	Statutory Benefits																	\$ -
21500	Bi Asst-Add Comp (incl benefits)																	\$ -
22601	Library Media Assistant			0.438	\$ 16,811												0.438	\$ 16,811
30000	Statutory Benefits				\$ 2,401													\$ 2,401
22500	Lib Med Asst-Add Comp (incl benefits)																	\$ -
22901	Community Assistant																	\$ -
30000	Statutory Benefits																	\$ -
22500	Comm Asst-Add Comp (incl benefits)																	\$ -
29101	Parent Liaison																	\$ -
30000	Statutory Benefits																	\$ -
29500	Par Lia-Add Comp (incl benefits)																	\$ -
Sub Total - Personnel/Benefits			\$ 110,779		\$ 96,992		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 207,241
Books & Supplies																		
42000	Books		\$ 15,375		\$ 6,755													\$ 22,130
43110	Instructional Materials		\$ 3,976		\$ 657													\$ 4,633
43200	Non-Instructional Materials		\$ 312		\$ 122										\$ 1,248		\$ 1,752	\$ 3,434
43400	Parent Meeting																\$ 678	\$ 678
44000	Equipment																	\$ -
Sub Total - Books & Supplies			\$ 19,663		\$ 7,534		\$ -		\$ -		\$ -		\$ -		\$ 1,248		\$ 2,430	\$ 30,875
Services																		
57150	Duplicating				\$ 3,000													\$ 3,000
57250	Field Trip-District Trans																	\$ -
56590	Maintenance Agreement				\$ 2,146													\$ 2,146
52150	Conference				\$ 5,000													\$ 5,000
58450	License Agreement																	\$ -
58720	Field Trip-Non-District Trans																	\$ -
58920	Pupil Fees																	\$ -
58100	Consultants-Instructional																	\$ -
58320	Consultants-Noninstructional																	\$ -
Sub Total - Services			\$ -		\$ 10,146		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 10,146
GRAND TOTAL			\$ 130,442		\$ 114,672		\$ -		\$ -		\$ -		\$ -		\$ 1,248		\$ 2,430	

2021-2022 Budget Spreadsheet

2021-2022 BUDGET KENNEDY - 252 - K1 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$	130,442	LCFF		TOTAL ALLOCATION				\$	112,840	TITLE I - PARENT - 50647		TOTAL ALLOCATION				\$	2,430
		TOTAL BUDGET DISTRIBUTED BELOW				\$	130,442			TOTAL BUDGET DISTRIBUTED BELOW				\$	112,840			TOTAL BUDGET DISTRIBUTED BELOW				\$	2,430
		TO BE BUDGETED (Should be \$0.)					0			TO BE BUDGETED (Should be \$0.)					0			TO BE BUDGETED (Should be \$0.)					0
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																							
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 5,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 5,000		
11700	Teacher Substitute (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
19101	Program Specialist (incl benefits)	0.500	\$ 75,200	0.500	\$ 75,200	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 150,400		
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.438	\$ 19,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.438	\$ 19,000		
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
21500	Bl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
22601	Library Media Assistant (incl benefits)			0.438	\$ 19,212			0.000				0.000				0.000				0.438	\$ 19,212		
22500	Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,500	0.000		0.000		0.000		0.000	\$ 1,500		
Sub Total - Personnel/Benefits			\$ 99,200		\$ 94,412		\$ -		\$ -		\$ -		\$ 1,500		\$ -		\$ -		\$ -		\$ 195,112		
Books & Supplies																							
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 10,032		\$ 11,828														\$ 1,930		\$ 5,000		
43400	Parent Meeting																		\$ 500		\$ -		
44000	Equipment (\$500 - \$4999.99 per item)																				\$ -		
Sub Total - Books & Supplies			\$ 10,032		\$ 11,828		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,430		\$ 5,000		
Services																							
57150	Duplicating			\$ 3,000																	\$ 5,000		
*** 57250	Field Trip-District/Non-District Trans																				\$ -		
56590	Maintenance Agreement			\$ 2,100																	\$ -		
**** 52150	Conference	\$ 10,000																			\$ -		
58450	License Agreement																				\$ -		
58920	Pupil Fees																				\$ -		
***** 58100	Consultants-Instructional/Non-Instructional									\$ 11,210											\$ -		
Sub Total - Services		\$ 10,000		\$ 5,100		\$ -		\$ -		\$ 11,210		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -		
GRAND TOTAL			\$ 119,232		\$ 111,340		\$ -		\$ -		\$ 11,210		\$ 1,500		\$ -		\$ -		\$ 2,430				

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: K1		KENNEDY K-8											
RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203508	PROGRAM SPEC	0090	12303021K1	19101	0.5000	0.5000		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203508	PROGRAM SPEC	3010	15064321K1	19101	0.5000	0.5000		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64167876	LIBRARY MEDIA ASSISTANT	0090	12303024K1	22601	0.4375	1.0000		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70552199	INSTRUCTIONAL ASST	3010	15064310K1	21101	0.4375	1.0000		
TOTALS, THIS LOCATION:											252	1.8750	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 2/1/21 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 21-22 school year.

Site Administrator's Approval: _____

DATE: 2/1/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsc

Report Location: CDD \ Accounting\ State and Federal

User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020

Current Time: 04:05:14

Page #: 19

2020-2021 SPSA Evaluation

Comprehensive School Profile Data

Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>ELA California Dashboard: ELA: red indicator – 84.4 points below standard; decreased 9.8 points</p> <p>20% met ELA Standards on CAASPP</p> <p>MAP: ELA: 25% met standards; 45% met growth target</p>	<p>Increase met/exceeded on SBAC by 5%</p> <p>Increase ELPAC percent level 4 from 22% to 35%</p> <p>Increase MAP met standards by 5%</p> <p>Increase each of our subgroups by 5%</p>	<p>Teachers not planning effectively</p> <p>Teachers lack strategies/ methods of teaching reading and early literacy knowledge</p> <p>Lack of quality ELA curriculum</p> <p>Inconsistent implementation of curriculum</p> <p>Instructional time not used effectively</p>	<p>Professional development</p> <ul style="list-style-type: none"> Teachers, administration, coaches, and program specialist high quality teaching strategies such as AVID current curriculum Academic conferences Targeting instruction and support provided by administration, coach, program specialist based on needs to deliver high quality Tier I instruction and provide Tier 2 interventions and enrichment for those that “know it”. <p>Curriculum</p> <ul style="list-style-type: none"> After school and summer school curriculum purchased and utilized “i-ready” Implement effective researched based curriculum Reading support for struggling primary readers (LLI) utilizing Leveled Literacy Intervention for grades K-2 	<ul style="list-style-type: none"> Develop systematic school-wide assessment schedule and Progress Monitoring review team Parent/Teacher opportunities for conferences/co communications Provide ongoing training in AVID for new and returning teachers Provide PD to operations team specifically on how to better 	<ul style="list-style-type: none"> Monitor student data and progress consistently and make adjustments based on results. MAP, SBAC, ELPAC, and other assessments. Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign in sheets, & monitoring/ support by Admin team/support staff.

Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

	<p>Increase the % of students meeting grade level RIT by a min of 5%</p>	<p>Not enough time spent reading and interacting with (independent/instructional) materials</p> <p>Differentiated Instruction not happening in classrooms</p> <p>Teachers struggling with classroom management</p> <p>Lack of content specific quality teacher professional development</p> <ul style="list-style-type: none"> • Lack of effective RTI for T2 and T3 students 	<ul style="list-style-type: none"> • Reading support for struggling intermediate readers (Read 180/System 44) for grades 3-8 <p><u>Support for teachers</u></p> <ul style="list-style-type: none"> • Full time Coach-coaching and support for new and identified teachers • Full time Program specialist support for whole school • Assistant principal to assist with IEP's for 4 SDC classrooms, 2 SLP's, and a RSP teacher. 	<p>support PLC teams</p> <ul style="list-style-type: none"> • Provide off-site school visits and observations of other model schools • Provide teachers PD opportunities for content and curriculum PD • Provide necessary support to all grade level PLCs through • Provide the support so that RSP/SDC services can be delivered through the most effective practices 	<ul style="list-style-type: none"> • Allocate adequate funding to support MTSS implementation, Professional Learning, and additional staff needed. • Ensure master schedule supports MTSS, extended learning, collaboration and targeted coaching. • Monitor SPED reports for IEP compliance
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Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

	<ul style="list-style-type: none"> • Instruction • Under qualified teachers in the classrooms. • New Teachers • Long term substitutes in classrooms – 2018-19 a long term sub in 3rd, 4th, 6th, and 7th; 1 non-reelect; 2017-18 long term sub in 1st, 3rd needed additional teacher in classroom to support, mid-year hire 6th, two 6th grade teachers left beginning of year; 3 non-reelect • Curriculum • Lack of classroom to PD, planning, 	<p><u>Professional development</u></p> <ul style="list-style-type: none"> • Teachers, consultant(s), administration, coaches, and program specialist • high quality teaching strategies such as AVID • current curriculum • Academic conferences • Targeting instruction and support provided by administration, coach, program specialist based on needs to deliver high quality Tier I instruction and provide Tier 2 interventions and enrichment for those that “know it”. <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • After school and summer school curriculum purchased and utilized “i-ready” • Implement effective researched based curriculum • Reading support for struggling primary readers (SIPPS) <p><u>Support for teachers</u></p> <ul style="list-style-type: none"> • Full time Coach-coaching and support for new and identified teachers • Full time Program specialist support for whole school • Assistant principal to assist with IEP's for 4 SDC classrooms, 2 SLP's, and a RSP teacher. 	<ul style="list-style-type: none"> • Provide opportunities for professional development for curriculum, AVID, and effective instructional strategies • Attend, monitor, and support collaboration meetings to maintain focus on student learning. • Monitor MTSS implementation and make adjustments to support student learning based on student data • Assistant Principal and Principal to attend IEPs 	<ul style="list-style-type: none"> • Monitor student data and progress consistently and make adjustments based on results. MAP, SBAC, ELPAC, and other assessments. • Monitor systems to ensure all staff receive adequate PD in new ELA/MATH curriculum – surveys, google docs sign in sheets, & monitoring/support by Admin team/support staff. • Allocate adequate funding to support MTSS implementation, Professional Learning, and additional staff needed.
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Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

		<ul style="list-style-type: none"> • 11 new teachers 			<ul style="list-style-type: none"> • Ensure master schedule supports MTSS, extended learning, collaboration and targeted coaching. • Monitor SPED reports for IEP compliance
<p><u>Chronic Absenteeism</u></p> <p>Dashboard RED indicator 2018 - 30.3%</p> <p>40.5% African American 30.7 Hispanic 32.3 Socio Economically Dis-advantaged</p>	<p>Decrease our chronic absenteeism rate by a minimum of 10%</p> <p>including each of our subgroups decreasing by a minimum of 5%</p>	<ul style="list-style-type: none"> • Lack of parental support including home routines/ practices • Parents lack the education and priorities of importance of school attendance • Lack of a real consequence for parents of chronically absent students 	<p><u>Design and Improvement Plan</u></p> <ul style="list-style-type: none"> • Work with the specialized Counselor, Community Assist, and CWA to target chronically absent students, strategically for those at or near the 10% threshold, including all subgroups indicated on the CA Dashboard • Communicate with all families on the importance of attendance, parent meetings • Provide incentives for good attendance for students • Educated students on the role education plays in their success in life • Counselors meet with small groups of chronically absent students and parents to support their needs • PLUS students to support counselor's work with improving school attendance • SST's and home visits by counselors, assistant principal and CWA staff 	<ul style="list-style-type: none"> • CARE team meetings; Work with the site counselors, assistant principal, principal and CWA to monitor progress toward our goals -- make changes based on outcomes • Office assistant to contact parents daily for attendance and report to counselor, and admin. • Follow up with families on attendance and supports 	<ul style="list-style-type: none"> • Utilize reports sent every two weeks by the district to monitor progress - continue to target based on new reports • Number of referrals to CWA • Student grades and performance

Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

		<ul style="list-style-type: none"> • Students are sick often • Families leave on trips to other states, or places such as Mexico • Students in foster care or homeless 	<ul style="list-style-type: none"> • Office assist to call parents daily to check on students attendance • Counselor, admin, Community assist to work with students in foster care and homeless 		
<p><u>Suspension</u></p> <p>Dashboard: Yellow indicator -- 12.7% for 2018 decrease of - 1.2%</p> <p>Hispanic = 8.6% and increase of -.03</p> <p>Two or More Races = 22.2 % an increase of 15.1%</p>	<p>Decrease our suspension rate by a minimum of .3 to 5</p> <p>Decrease behavioral referrals targeting defiance and disruption</p>	<ul style="list-style-type: none"> • Teachers lack basic Classroom Management skills needed • Ongoing behavioral issues for a small percentage of students • Lack of connections and relationships to trusted adults on school campus • Lack of training in PBIS 	<p><u>Additional needs:</u></p> <ul style="list-style-type: none"> • Location for parent meetings to build community involvement and education, data review, collaboration with admin, counselors, CWA, interventions with students, restorative circles, PLUS forums • Sports for Learning <p><u>Design and Improvement Plan</u></p> <ul style="list-style-type: none"> • Social-Emotional Training and curriculum implementation • Specialized Counselor to implement SEL small groups and/or tier 2 strategies (Kelso's Choice and/or the 2nd Step Curriculum) • Classroom Management Training (Teach Like a Champion) • Restorative Practices • Restorative Circles in classrooms with trained teachers 	<ul style="list-style-type: none"> • Work with the site counselors, assistant principal, principal and CWA to monitor progress toward our goals -- make changes based on outcomes • PBIS evidenced based schoolwide expectations defined and taught through PD and expectations are reinforced by all staff • Counselors and assistant principal to monitor progress toward our goals -- make changes based on outcomes - full time AP needed 	<ul style="list-style-type: none"> • Utilize reports sent every two weeks by the district to monitor progress - continue to target based on new reports • Monitor PLUS survey results throughout the year for improvement

Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

		and classroom effectiveness/ strategies	<ul style="list-style-type: none"> • Use of weekly incentives to reward students observed with good behavior • Behavior management systems in place in every classroom • Consistent PBIS implementation for cafeteria and playground • Training and coaching on PBIS procedures • Communicate and inform parents of students in targeted subgroups about behavioral expectation and consequences • Provide formal BIP's for those students in need • Psychologist to develop FBA for those students meeting the criteria • Counselor will implement the Second Step and PLUS program for 6th-8th grade students and conducting PLUS forums within all grade levels • PLUS students to support counselor's work with improving school climate • Implement AVID to support college and career readiness 	<ul style="list-style-type: none"> • Utilize PLUS survey results to address needs • Counselors will provide classroom presentations for areas of need identified in the PLUS surveys • A place for Counselor, admin, or teachers to utilize Restorative Practices and Circles • CSA to monitor behavior during all recess and passing periods, respond to teacher needs in classrooms for support with behavioral concerns • Additional yard supervisors to monitor during lunch periods • Sports for Learning Program to offer activities for students during lunch recess 	
<u>Culture and Climate</u>	<ul style="list-style-type: none"> • Students have not been able to connect 	<ul style="list-style-type: none"> • Parents want trainings, but securing a location for 	<u>Design and Improvement Plan</u> <ul style="list-style-type: none"> • Restorative Practices & Circles • Use of weekly incentives to reward students 	<ul style="list-style-type: none"> • Utilize PLUS survey results to address needs 	<ul style="list-style-type: none"> • Monitor PLUS survey results throughout the

Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

<p>School Climate Survey (Grades 6-8)</p> <p>Only 58% of students feel safe at school</p> <p>Only 65% of students report that there is a teacher or other adult who care</p> <p>Parent Engagement Activities:</p> <ul style="list-style-type: none">● Back-to-School Night● STEM Night● Literacy Night● AVID/PLTW Open House	<p>with middle school teachers</p> <ul style="list-style-type: none">● Lack of consistent administration and leadership● Lack of designated space for parents to feel welcomed and invited onto the school campus	<p>these have been difficult</p>	<ul style="list-style-type: none">● Increase parent awareness and involvement through meetings● Counselor will implement the PLUS program for 6th-8th grade students and conducting PLUS forums within all grade levels● PLUS students to support counselor's work with improving school climate● Implement AVID to support college and career readiness● Restorative Circles in classrooms with trained teachers – use additional classroom to address these needs● Use of weekly incentives to reward students observed with good behavior● A place for support staff to work and address students' needs● Office Assistant and/or Community Assist to contact parents for events, activities, and other school needs	<ul style="list-style-type: none">● Specialized Counselor will implement a research based SEL Curriculum such as: Second Step (Students) and Love & Logic SEL Curriculum (Parents)● Specialized Counselor will provide tier 1 classroom presentations for areas of need identified in the PLUS surveys● A place for Counselor, admin, or teachers to utilize Restorative Practices and Circles● A place for Counselors and PLUS Advisors to have PLUS forums● Office Assistant to help with parent communication and to help with students	<p>year for improvement</p> <ul style="list-style-type: none">● Parent sign in sheets from meetings● Parent sign in sheets for parent nights and events● LCAP survey● Teacher survey
--- CONFIRMS HOW ---			--- CONFIRMS WHAT ---		--- CONFIRMS WHY ---
Important Comments:					

Continuous Improvement – Kennedy 2019

Decision Making Model-Essential Questions

Continuous Improvement: Decision Making Model -- Essential Questions

<p><u>Full time Office Assist</u> – Parent contact for attendance, office support with students, parents and teachers</p> <ul style="list-style-type: none"> • <u>Full time Program Administrator</u> – Coordinate student interventions, MTSS, PBIS, schoolwide support in academics and instruction, IEP's for 3 Special Education classrooms, and RSP, communication with parents on attendance • <u>Full time Additional Counselor</u> – To facilitate increase in attendance and school climate, to implement tier 1 & 2 SEL Curriculums (Second Step, Love & Logic, Kelso's Choice. Play-based learning for trauma impacted students, classroom guidance, and small group behavior sessions. • <u>Continue with Full time Assistant Principal -</u> Coordinate student interventions, MTSS, PBIS, schoolwide support in academics and instruction, IEP's for 3 Special Education classrooms, and RSP, communication with parents on attendance__ • <u>Continue with 2 School Counselors</u> – Student interventions, Restorative Justice, PBIS, PLUS, MTSS, student surveys, classroom presentations, communication with parents on attendance • <u>Continue with 5 noon duties</u> – student supervision, MTSS, PBIS, student interventions 	<p><u>Increased Requested Positions</u></p> <ul style="list-style-type: none"> • 1 Full Time Assistant Principal • 1 Full Time Program Administrator • 1 Full Time Instructional Coach • 1 Additional Specialized Counselor • 1 Additional Campus Security • 6 Hours Office Assist (increased) 	<p>This is the <u>final</u> year of the Project Prevent Grant. This grant currently funds the following positions:</p> <p>2 CAPC Mental Health Therapists 2 Sow-A-Seed Site Behavior Counselors 1 Additional Campus Security Officer</p> <p>These resources provide the following: Ongoing restorative circles, small group sessions, one-on-one student counseling, parent visitations, tier 2 & 3 behavior interventions,</p>
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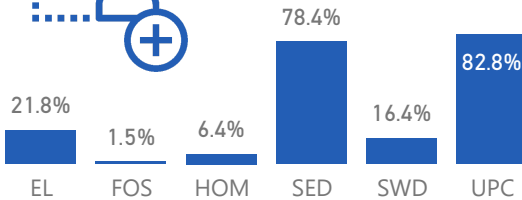
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



482

Enrollment



December

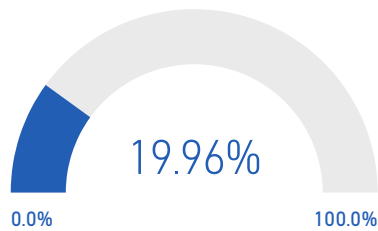


CWA

31

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

99%

ELA: K-11

On-Track

26%

Percent



Participation

99%

Math: K-8

On-Track

20%

Percent



Participation

(Blank)

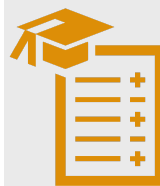
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



Reclassification

English Learners

ELPAC IA

100%

Percent GL Tested

ELPAC IA

8

Total Tested

Curriculum:

Tests Administered Through January

Benchmark

870

Total Test Count

Ready Class

1384

Total Test Count

Saavas

34

Total Test Count



Plus Survey

School Climate



Enrollment

school search

Kennedy Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

21

Dec-Jan change

01-Aug

492

Enrollment

06-Jan

484

Enrollment

02-Sep

491

Enrollment

03-Oct

492

Enrollment

04-Nov

489

Enrollment

05-Dec

482

Enrollment

SUSD RA v1.1

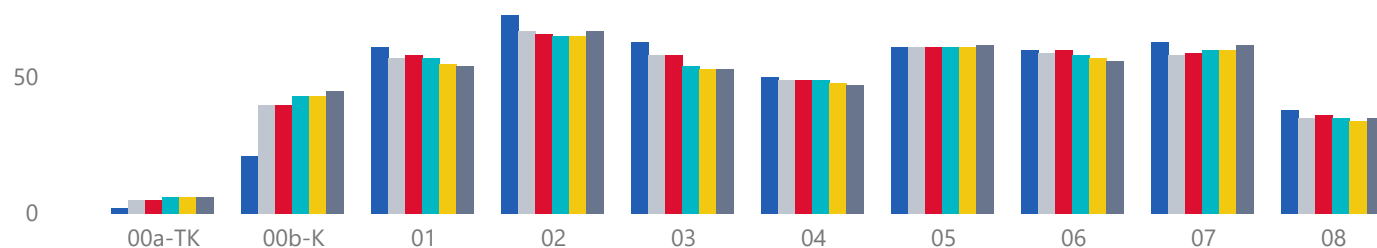
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

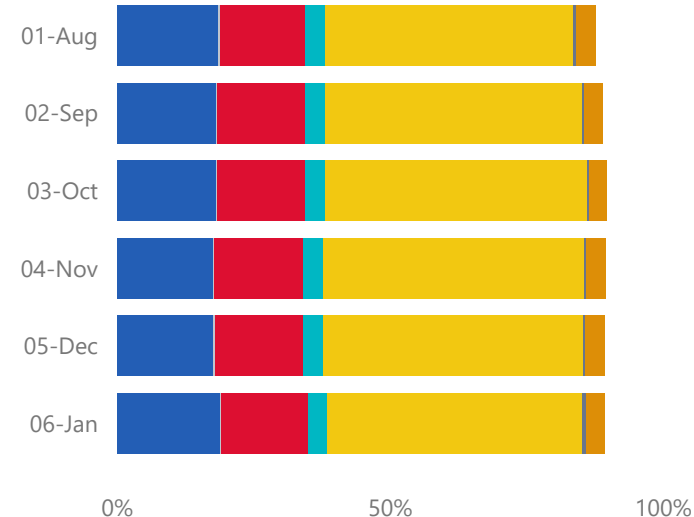
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



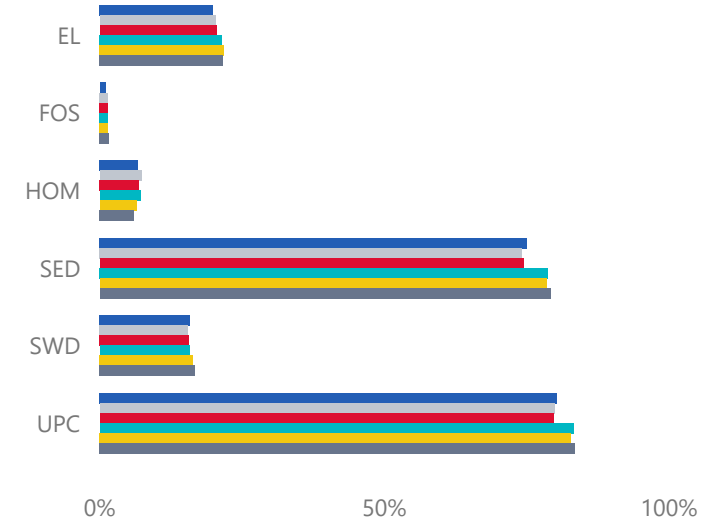
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Kennedy Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0.01↑

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

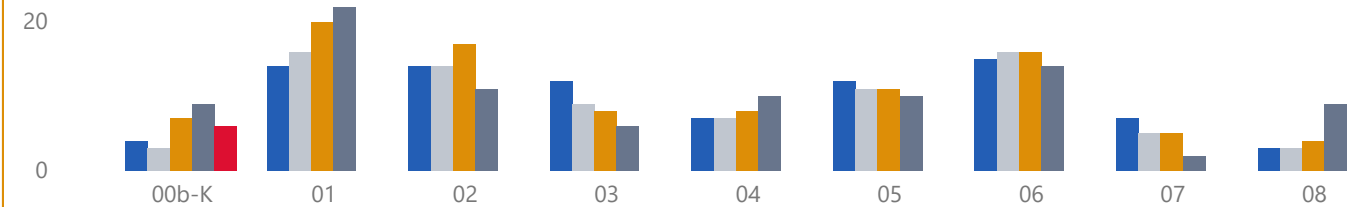
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

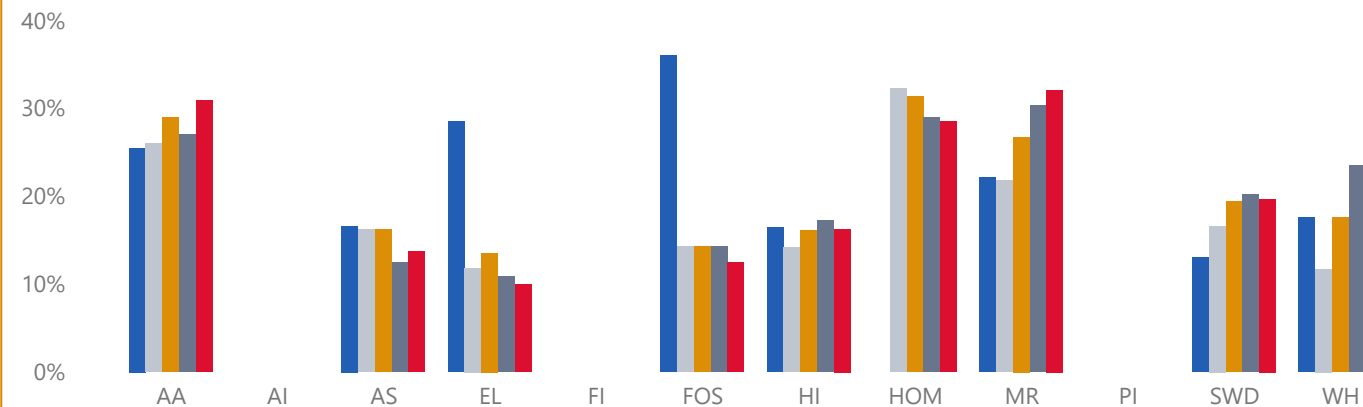
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



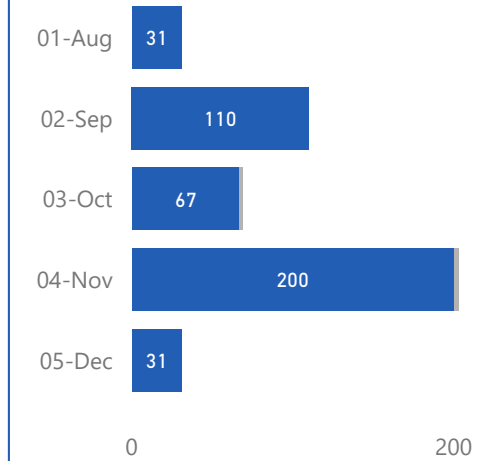
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation		
95%	99%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

- On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
- Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
- No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

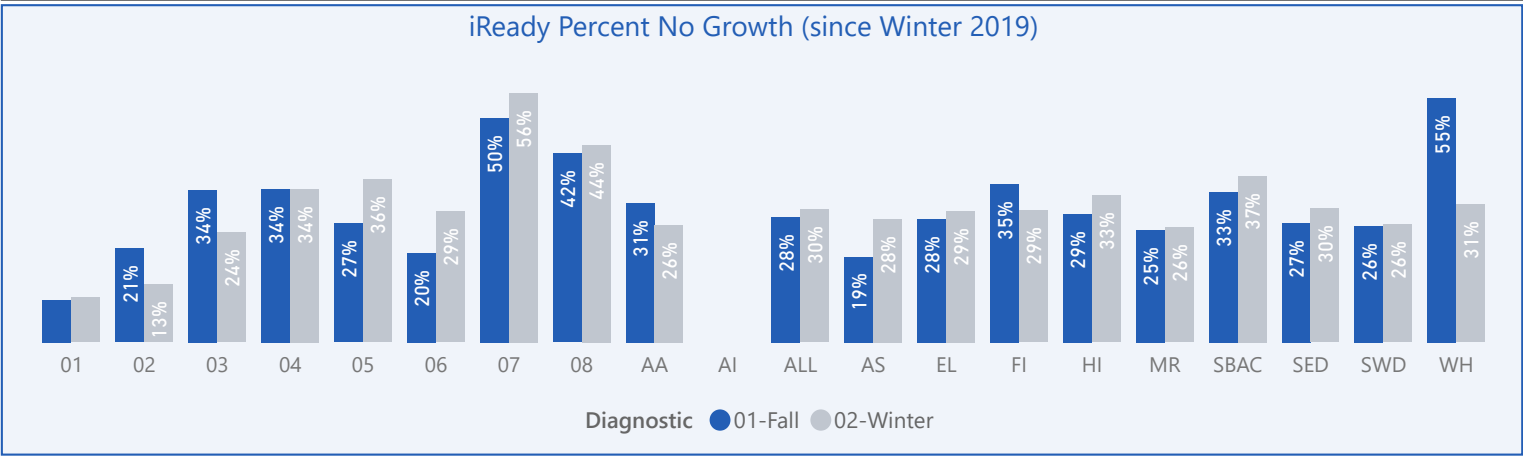
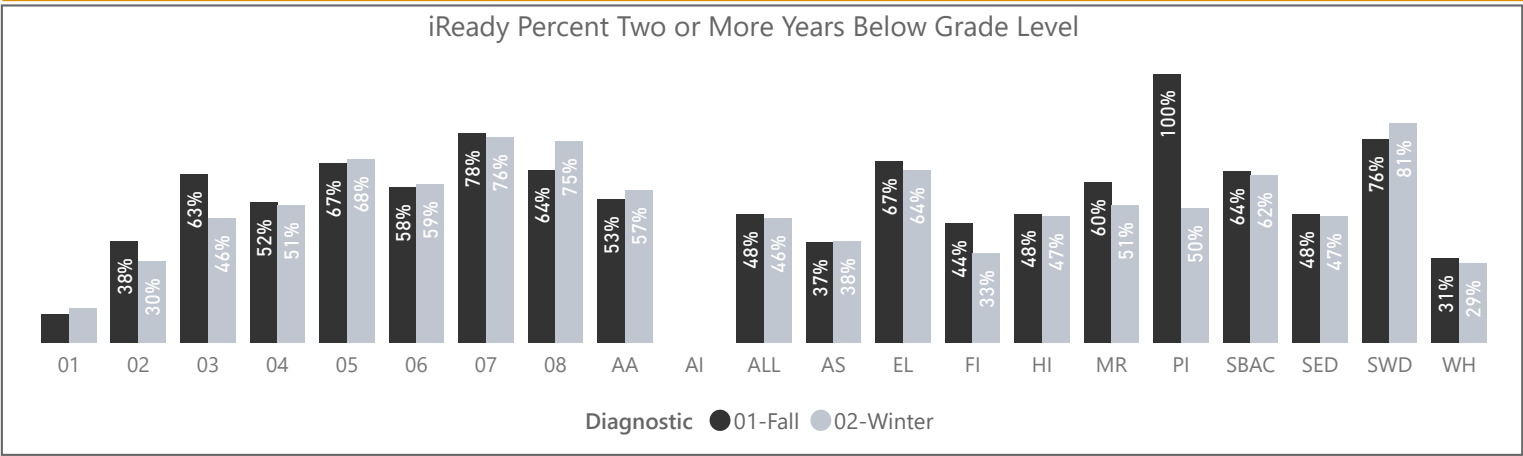
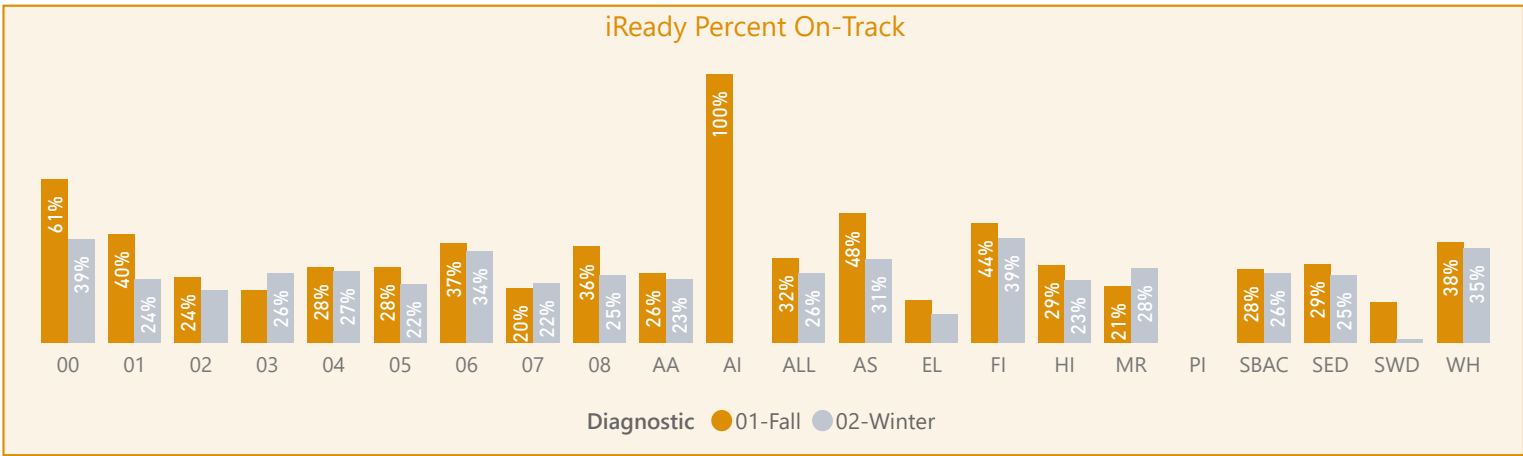
High School Data Currently Not Reported

SUSD RA v1.1

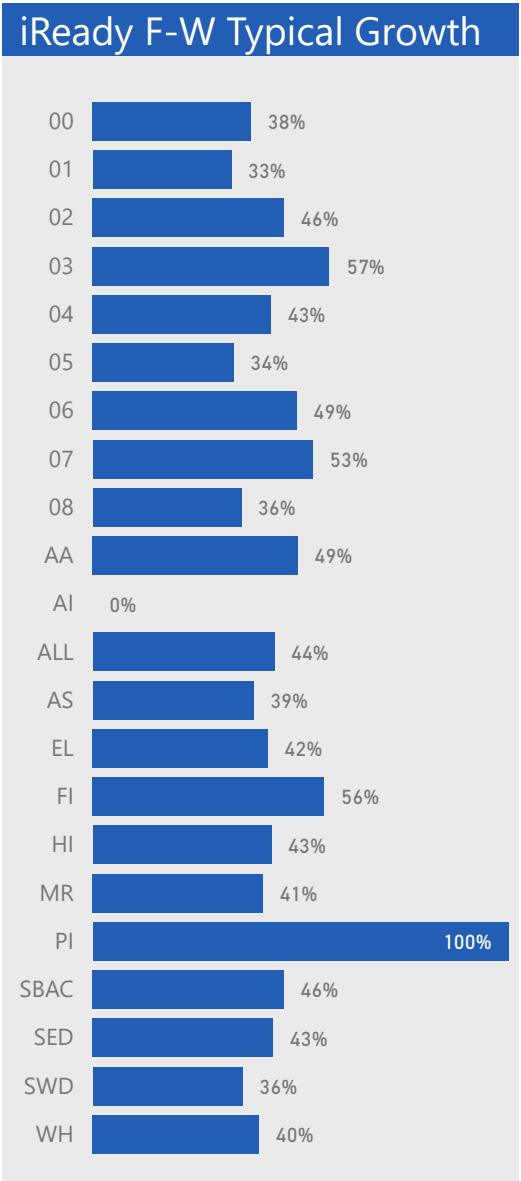
On Track
32%
Fall
26%
Winter
Spring

2+ Below
48%
Fall
46%
Winter
Spring

No Gro...
28%
All
30%
Winter
Spring



F-W Growth	F-S Growth
44%	
All	



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

1384

Total Test Count

Saavas

34

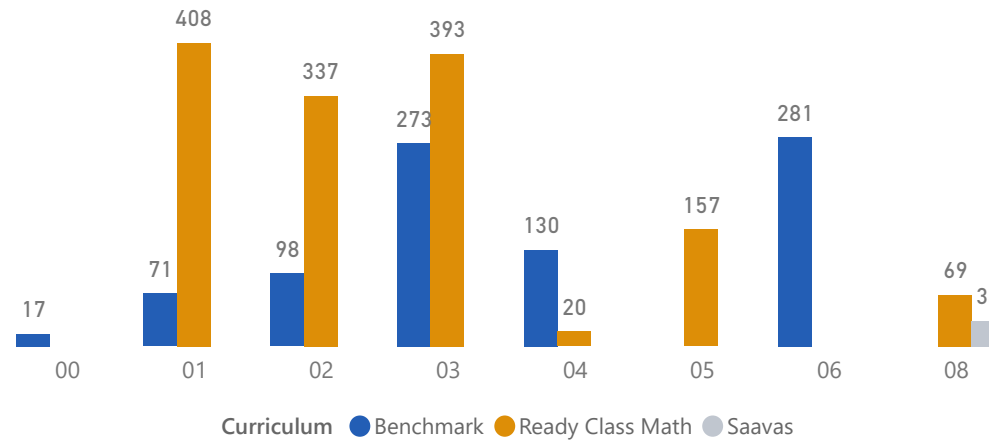
Total Test Count

Benchmark

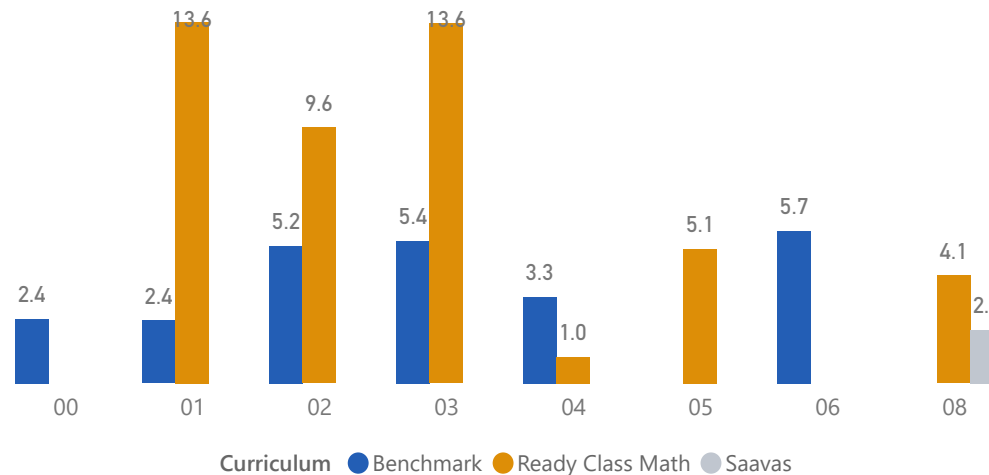
870

Total Test Count

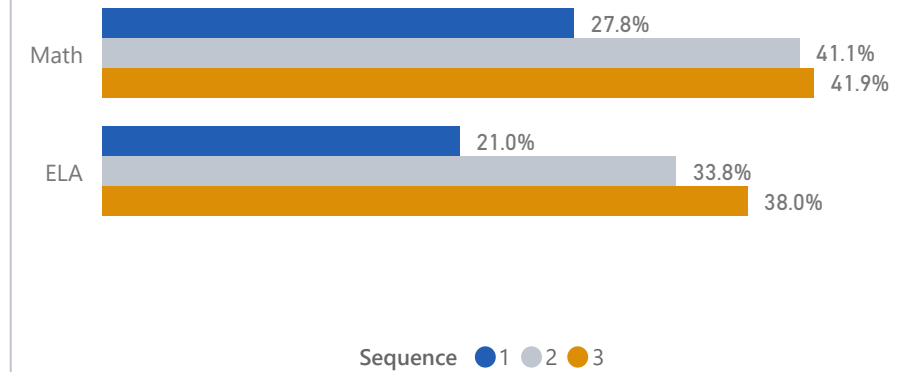
Curriculum: Test Count



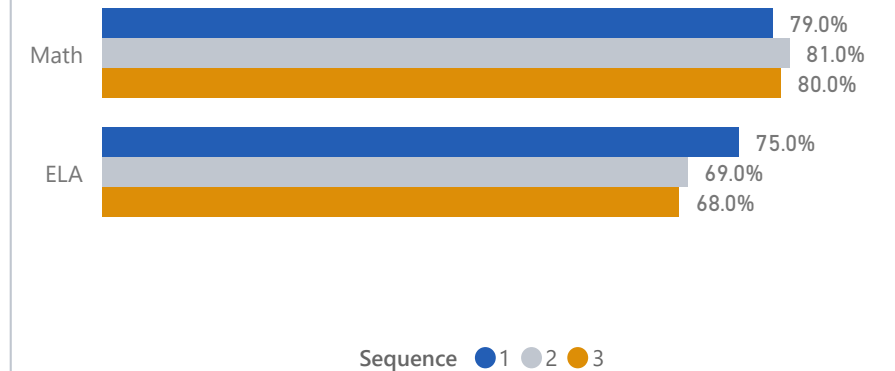
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

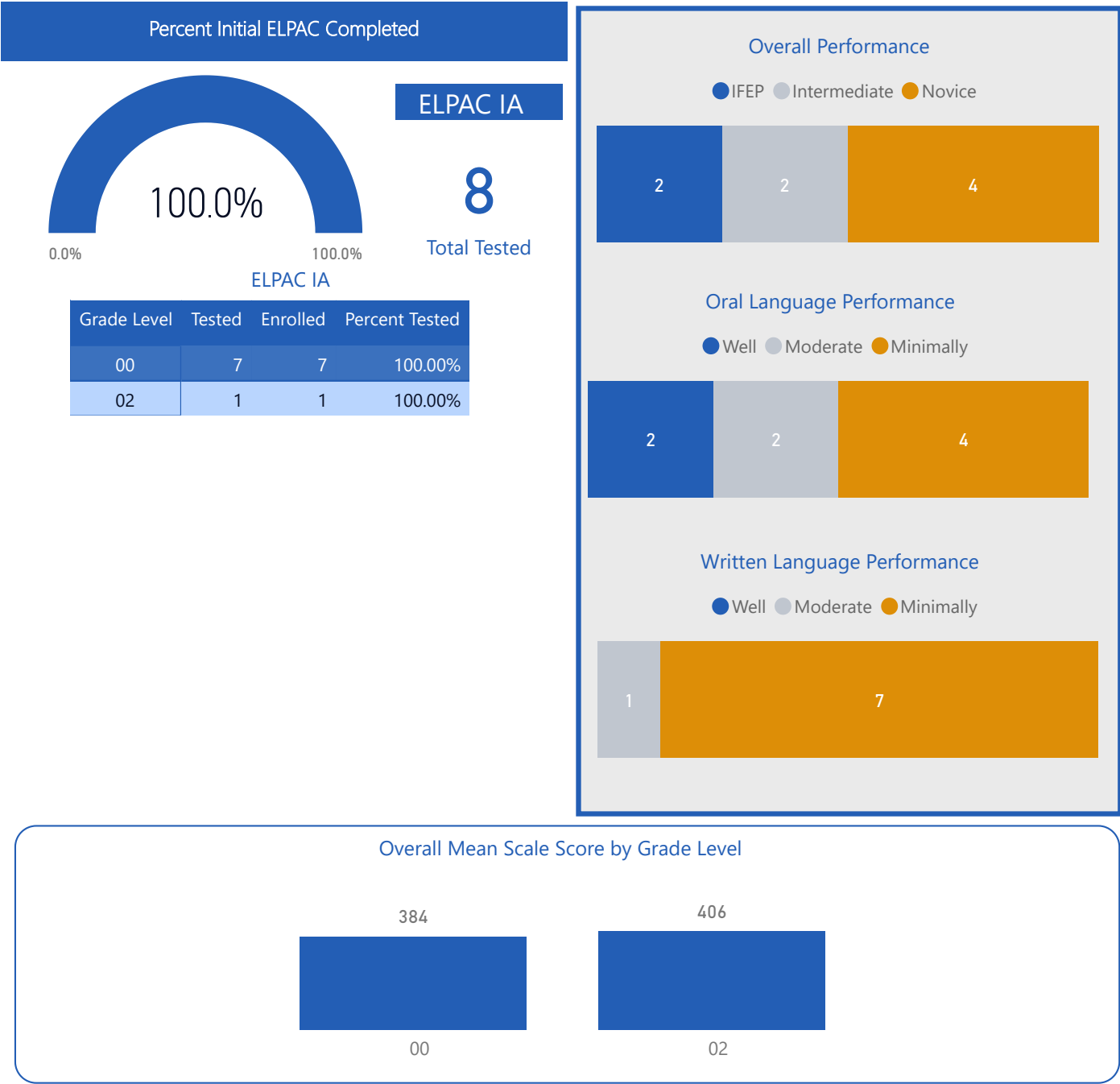
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021



Reclassification

Reclassification by Grade Level

school search

Kennedy Elementary

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020

All Responses		

I feel like I am part of this school.	I have been cyberbullied in the last 30 days.	I feel like my voice matters to adults at my school.
---------------------------------------	---	--

Count	Count	Count
(Bla...	(Bla...	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

At my school, there is a teacher or other adult who believes that I will be a success.	At my school, there is a teacher or other adult who really cares about me.	I feel safe in my school.	There is a lot of tension at my school between different cultures, races, or ethnicities.
--	--	---------------------------	---

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

- Transcript Grades:
- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
 - * Credits Earned: Credits earned as indicated on transcript
 - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
 - * All: all credits attempted were earned
 - * Half: more than half of credits attempted were earned
 - * Less than half: less than half of credits attempted were earned
 - * None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test: Updated: January 2021

Grade Distribution and Term

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

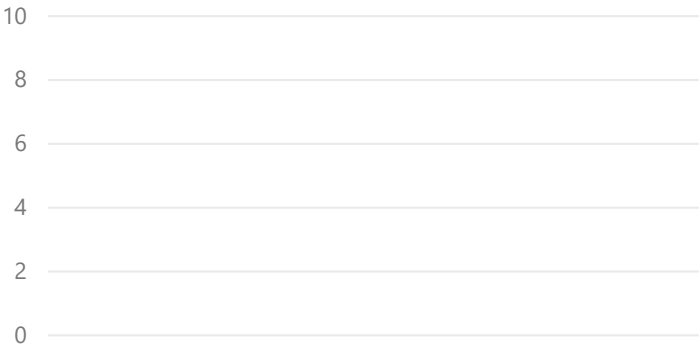
All

MDTP: Fall Diagnostic

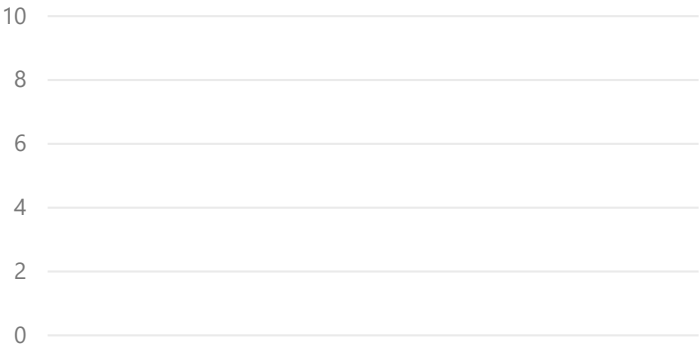
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

95%

Fall

99%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

26%

Fall

20%

Winter

Spring

2+ Below

43%

Fall

43%

Winter

Spring

No Gro...

31%

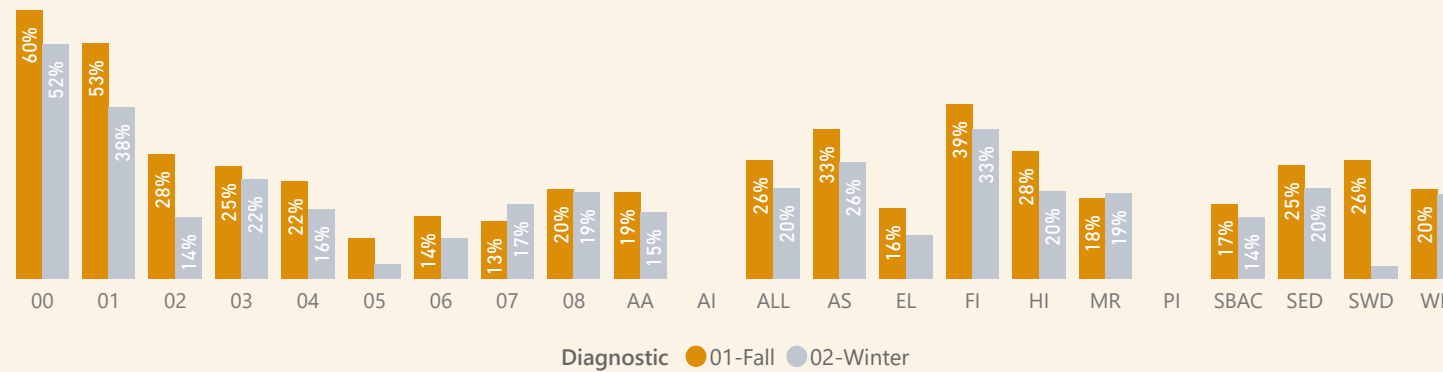
All

28%

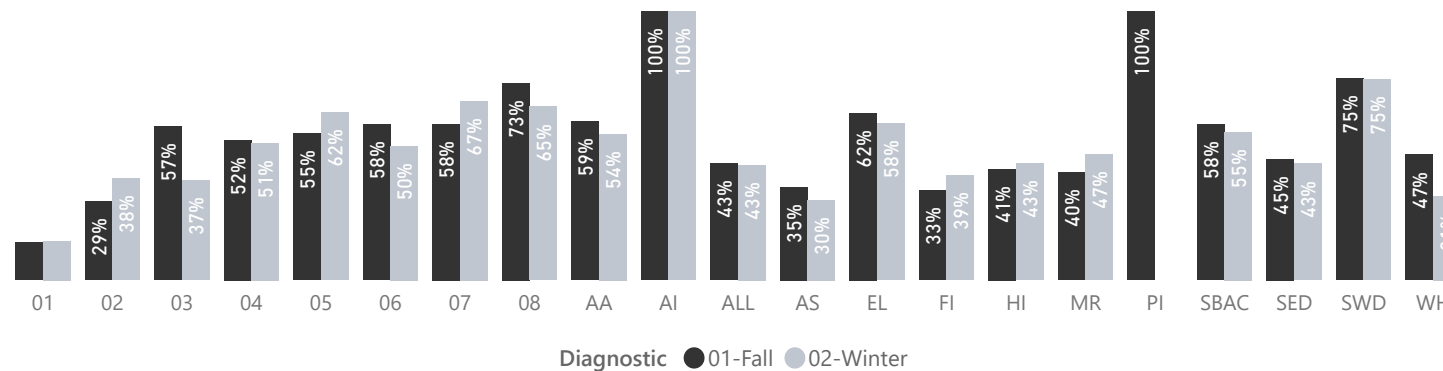
Winter

Spring

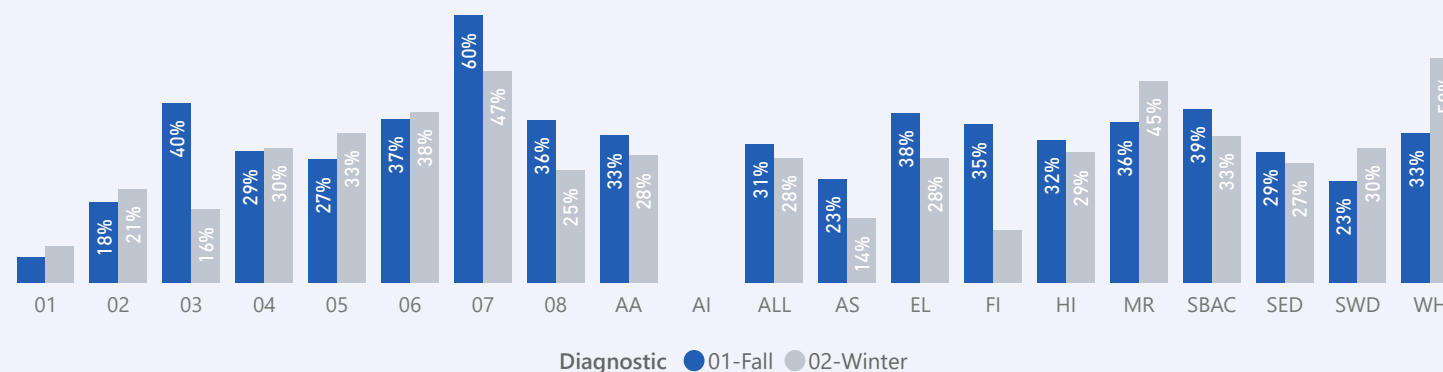
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



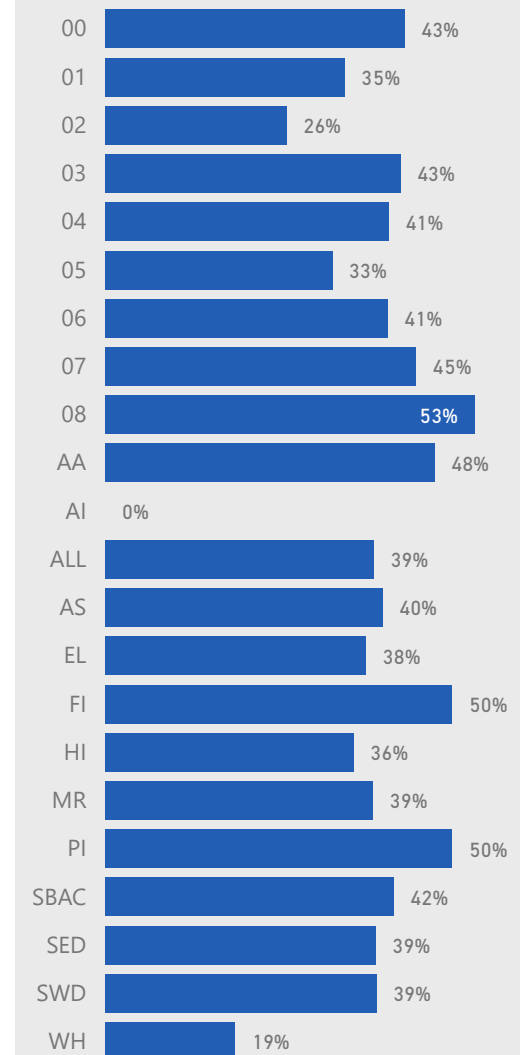
F-W Growth

39%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances

Site Name: Kennedy Elementary School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Parent Involvement Committee

9-15-21

Date of Meeting

Other committees established by the school or district (list): _____

Date of Meeting

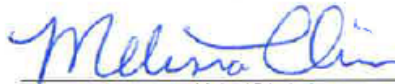
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9-15-21,
Date of Meeting

Attested:

Melissa Chin

Typed Name of School Principal



Signature of School Principal

9-16-21

Date