

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kennedy Elementary	39686766042667	01/12/2023	01/24/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

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

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.

Description

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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Instructional Leadership Team met on the following dates to develop and make recommendations for the SPSA:

- January 20, 2022
- February 3, 2022
- February 17, 2022
- March 3, 2022

School Site Council dates and times:

- September 15, 2021
- November 17, 2022
- January 19, 2022
- March 3, 2022
- March 30, 2022
- April 14, 2022
- May 19, 2022
- October 24, 2022
- December 12, 2022

Staff Meeting dates and times:

- April 5, 2022
- April 19, 2022
- December 6, 2022

The following data was reviewed with stakeholders: iReady Math and ELA, School Climate Surveys, attendance, and chronic absenteeism. These sets of data were thoroughly reviewed and analyzed by identifying site strengths/weaknesses in performance, scrutinizing subgroup indicators, and evaluating program effectiveness. Information from the data was used to develop and make recommendations for the 2022-23 SPSA.

Staffing and Professional Development

Staffing and Professional Development Summary

2021-22

Kennedy Elementary has 27 classroom teachers, and of those, 4 are on probationary status and one long-term sub in the 7th grade class. In addition, a half-time instructional assistant, half time Library Media Tech, a program specialist, RSP teacher, MHT, two counselors, psychologist, five Noon Duty staff, Campus Supervisor Assistant to provide support for students, parents, and staff. Administrators supervise classrooms by doing weekly visits and to provide feedback to teachers to improve instructional practices and model lessons for beginning teachers to observe. Program specialist provides individual and/or grade level support when needed and models lessons for teachers to observe as well. Teachers collaborate on the 2nd and 4th Tuesdays of every month. Notes are turned into the principal for review. Leadership Team meets the 1st and 3rd Thursdays of every month to review school-wide data, to progress monitor the SPSA plan, to address issues/concerns on the wide gap in learning due to student and teacher absences during a pandemic, and available resources for support in lessening the gap. The CARE Team Process (MTSS/Rtl) provided opportunities for teachers to address academic concerns of students. The team developed short-term action plan to assist teachers and the available resources need to support teacher and student success.

Staff professional development focused on the following three big goals: Excellence, Environment, and Equity. Teachers had iReady training on data analysis and grouping of students for interventions (small group learning); AVID Orientation because more than half of the staff have not been trained, MTSS/Rtl process, Universal Design for Learning; SBAC; PBIS Tier 1; Crisis Prevention; Anti-bullying; Mandated Reporter Training.

2022-23 school year Needs:

- Instructional Assistants (4)
- elimination of program specialist position - reallocation of these funds to provide instructional assistants in supporting teachers for implementation of small group targeted instruction
- Implement AVID
- Implementation UDL
- Release time for certificated
- Staff PD: Mandated & Integrated ELD, AVID, UDL, Writing, Building Blocks to Comprehension

Staffing and Professional Development Strengths

Staffing Strengths:

- 25 are fully credentialed with 11 of them CLAD/BCLAD certified to instruct in Mandated and Integrated ELD to English Learners
- full-time primary and intermediate counselors to support and meet the needs of students physically, socially, emotionally, mentally. In addition, provide individual and/or group counseling services, facilitate classroom presentations on topics such as bullying, kindness, etc., and communicate and connect with parents, staff, and admin team to update them.
- support staff (MHT, RSP, Psych, Speech) have collaborated with counselors and admin team to ensure education equity and to meet the needs of students at various levels of mental, physical, emotional, and social needs. In addition, provide data results at meetings to help CARE, SST, IEP teams make impactful decisions affecting students and families

Professional Development Strengths:

Kennedy staff in their practices with implementation of MTSS/Rtl, PBIS Tier 1, Discipline Policy, Data Analysis protocols, and AVID implementation was inconsistent and not fully developed. The climate and culture needed development which included changes to systems and protocols needed to take place for school improvement. Admin team worked with the PBIS Committee to listen and understand issues and concerns and began to develop and design a plan for PBIS Tier 1 implementation, education equity (MTSS/Rtl Process), and improve the discipline system. Action plans were developed and shared, teachers were trained for implementation which began September of 2021. With perseverance, consistency, and continuous plans for improvement, Kennedy's climate and culture has drastically improved.

- The 2021-22 PD was focused on establishing a positive climate and cultural practices to improve in the areas of: MTSS/Rtl Process, PBIS Tier 1, iReady Diagnostic Results: Data Analysis and Planning, AVID Orientation.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Teachers did not receive ongoing support for curriculum and instruction, assessment, and competence in technological tools. New teachers did have access to the coaching cycle for the development of instructional practices. **Root Cause/Why:** District-wide teacher shortages. Two full-time coaches went back to the classrooms and were not available for K-8 support. Need for professional development and on-going support for effective instructional practices and research based strategies such as AVID and ELD instruction

Needs Statement 2 (Prioritized): The self-contained seventh grade vacancy position was not filled. **Root Cause/Why:** District-wide teacher shortage.

Needs Statement 3 (Prioritized): PD for Staff on Mandated and Integrated ELD was not fulfilled. **Root Cause/Why:** 2021-22 Staff PD plan had to be pushed back further to accommodate PD needs of the district.

Teaching and Learning

Teaching and Learning Summary

The Principal visited classrooms weekly to observe and provide verbal and written feedback to teachers regarding teaching and learning in the classrooms. During our visits she looked for the following practices: agenda and standards are posted, student work on the walls, effective delivery of high quality first instruction that included student engagement and assessment, implementation of adopted core curriculum, and implementation of small group targeted instruction to meet the needs of all students at all levels of learning. The administrators attended grade level collaboration meetings to provide support, guidance, and answer questions for teams regarding SPSA goals, curriculum and instruction, intervention/small group support, data analysis, etc. Additionally, program specialist met with teams, per their request, to assist with developing and designing lessons and activities, interventions, data analysis, and so forth. The admin team and program specialist provided demo lessons to teachers, seasoned and beginning teachers. Based on the feedback from the Leadership Team, site PD needs were identified and scheduled for the year to provide staff with the knowledge and skills to improve/enhance their instructional practices. Categorical funds for staff development were allocated to provide teachers with the opportunities to attend workshops/training outside of the district. Several teachers and the Principal will be attending the AVID Summer Institute in San Diego, June 2022. Funding to release teachers to collaborate and plan were allocated. However, many teachers were not able to take advantage of this due to the shortage of teachers district-wide.

2022-23 Needs:

- Supplemental materials to support core curriculum and ELD
- implement AVID with focus on teaching Organization (WICOR)
- Fund staff PD: CABE, AVID Summer Institute/Other training, Solution Tree PLC Training
- Additional Teacher Comp
- After School Tutoring
- Summer Bridge Program
- Fund Library Media Tech
- Duplicating
- Maintenance agreement
- Materials & Supplies to supplement curriculum, AVID, PBIS
- Opportunities for grade level collaborations
- CARE Team/MTSS/RtI Systems implementation with fidelity
- Audio Visual/Technology for the classrooms
- Grade level field trips aligned to CCSS

Teaching and Learning Strengths

Strengths:

- All teachers are using adopted curriculum to deliver instruction aligned to Common Core State Standards
- Teachers meet twice a month to collaborate and plan lessons and activities, analyze data, develop intervention plans, etc.
- Teachers attended and participated in STA PDs throughout the year to enhance their knowledge and skills to improve their practices in the classroom
- Site PD is focused on climate and cultural practices to improve education equity, instruction and assessment, and provide interventions to meet the needs of all students
- CARE Team was established to learn about students' behaviors and academic performances to plan next steps to support teachers and students.
- Instructional Leadership Team was established to progress monitor the implementation of the SPSA, collect and analyze data such as iReady, Benchmark data, and fluency and comprehension to understand where students are in their performance in meeting grade level standards. Information was used to develop goals for improvement.
- Grade level teams meet twice a month to PLC, but also to collect and analyze students data to help inform their instruction

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): There was a high level of disruption that impacted the instructional minutes as well as the high quality subject area contents and the amount of standards covered. **Root Cause/Why:** sub shortage district-wide, split classrooms, absences due to COVID illnesses, inability to self-manage emotional and behavioral issues, and incapacity to execute PBIS strategy one to design a classroom environment visual supports and assistive technology promoting learning for students of all needs, insufficient exposure to SEL lessons and character & community building events/trips.

Needs Statement 2 (Prioritized): Administrators were not able to effectively monitor and provide feedback to support teachers with instructional practices. **Root Cause/Why:** COVID restrictions and sub shortage Administrators teaching classrooms

Needs Statement 3 (Prioritized): According to CAASPP, students underperformed in growth and mastery of ELA, Math, and NGSS standards. 80% of students did not achieve ELA, Math, or Science proficiency. **Root Cause/Why:** Inconsistent implementation of small group instruction, difficulties in differentiating instruction to utilize supplemental literacy supports such as SIPPS and Haggerty, etc., and incapacity to apply supplemental program components due to obsolete classroom doc cameras-printers-projectors-interactive monitors.

Parental Engagement

Parental Engagement Summary

Kennedy Elementary has made every effort to provide ample opportunities for parents to participate in the education of their children. We use the school's website, mobile apps, flyers, marquee, email, Class Dojo, and newsletters to notify parents in advance about school events such as parent-teacher conferences, trimester awards assemblies, site spelling bee, winter performances, and student assemblies via Zoom. For these types of events, we had approximately 15-25 parents participating. For school meetings such as Coffee Hour with the counselors and/or Principal, School Site Council, and ELAC, parent participation was very low. For ELAC and School Site Council, Kennedy notified parents to solicit nominations and then held an election. We had no parents interested in ELAC, but fortunately we had parents willing to serve on the School Site. Due to COVID restrictions, parents were not able to physically be present on campus for workshops/training. Workshops were offered via Zoom, however, 1-2 parents participated. There maybe many factors for low participation such as parents not having the skills to navigate devices to Zoom or to create email accounts, work schedules conflict with meetings/events, absence of an interpreter, and maybe parents' perception of the school's ineffectiveness due to the many principals the school has had in the last several years, maybe they do not feel welcome, etc.

2022-23 Needs:

- parent liaison
- additional teacher comp
- series of training/workshop for parents, especially assistance with technology
- materials & supplies
- incentives and prizes to increase parent participation in meetings and events
- recruiting parents for ELAC

Parental Engagement Strengths

- The majority of parents attended their child's IEP/SST meetings when informed in advance.
- Roughly half of all parents at each grade level attended their child's parent-teacher conference in the fall.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Kennedy's parent involvement in the education of their children is extremely low. **Root Cause/Why:** *COVID *technologically illiterate - not knowing how to create Zoom and email accounts or navigate through them *language barrier, absence of interpreters *Not enough materials translated in Spanish or other other languages of students *work schedules conflict with school events *no consistency with administration

Needs Statement 2 (Prioritized): Kennedy needs to establish an ELAC Committee. **Root Cause/Why:** To meet the LEA requirement

School Culture and Climate

School Culture and Climate Summary

The 2021-22 school year, Kennedy focused on fostering the success of all students and adults by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders by the following actions:

- full implementation of PBIS Tier 1: developing and establishing the 3 Big Rules, behavior expectations for all common areas, STAR ticket award system with other incentives and prizes
- system-wide changes in how discipline is handled by staff members and administration
- Counselors provide a myriad of services to support students with social, emotional, physical, and behavioral individually and with small groups. They also provide classroom presentations on bullying/cyberbullying, prevention of drugs, kindness/respect, Second Steps lessons, etc. They meet with parents to inform them of any issues/concerns. The intermediate counselor established the PLUS team, a group of seventh and eighth graders leaders that support a healthy, safe and respectful environment. They also plan for special events such as Fun Fridays and assemblies.
- Other resource staff such as the MHT and psych, all provide support at the Tier 2 level for students who may need more support.
- CARE Team meets twice a month to review referrals from teachers regarding concerns with students' behavior and academics. Team develops a plan of action to support students and staff.
- SST meets twice a month to hold meetings with parents to go over concerns and to develop a plan of action for support.
- Student will have two assemblies this school year that focused on the Three Big Rules, character traits, and anti-bullying.
- PBIS Committee was established to implement Tier 1, to discuss ways to bring to Kennedy a sense of pride and spirit, celebrations with incentives and prizes for students, parents, and staff.

2022-23 Needs:

- Incentives and prizes for students, parents, and staff
- Structured recess program
- Additional teacher comp
- parent liaison
- More student assemblies
- More school-wide events such as Talent Show, Multicultural Fair, Science Fair, Spelling Bee
- Materials and supplies
- Additional Classified Comp

School Culture and Climate Strengths

- CARE Team, PBIS Committee, and the Leadership Team have worked diligently all year long to implement the three goals: Student Achievement, School Climate, and Meaningful Partnerships with parents and/or public. We have developed processes/protocols for improvement by using data to inform the work that we do. Our MTSS/RtI process via the CARE Team/SST process views all work with an equity lens, ensuring that students get the level of support they need to be successful learners at home and at school.
- Employees at all levels are work to "catch" students doing the right thing or making the right decisions and issuing them a "STARS" ticket, redeemable for prizes.
- Employees also acknowledge the work that their colleagues do by giving one another STARS tickets, redeemable for a small treat.
- The principal wheels a "Treat Cart" to each classroom to energize teachers as they are working diligently on report cards.
- Team building activities at staff meetings via ice breaker activities
- Monthly CSA and Noon Duty meetings to address issues and concerns with safety and supervision of students.
- Attendance Team meets twice a month to review attendance and chronic absenteeism data and develops a plan of action.
- iReady celebrations in the form of Otter Pops for all students TK-8.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Kennedy School had a difficult time filling 2 vacancies for the Noon Duty positions. **Root Cause/Why:** There were very low candidates interested in the positions. When they were scheduled to interview, they did not show up.

Needs Statement 2 (Prioritized): Staff lacked understanding of the discipline process and the law. **Root Cause/Why:** The topics weren't something that was

shared at staff meetings.

Needs Statement 3 (Prioritized): School lacked a clear vision for teaching and learning culture and climate. **Root Cause/Why:** School is in beginning stages of development.

Needs Statement 4 (Prioritized): Chronic Absenteeism rate is high, students are missing a significant amount of instructional minutes due to discipline issues, and lack constructive connection to school and academics. **Root Cause/Why:** Difficulty developing positive relationships, inability to self-manage emotional and behavioral issues, insufficient exposure to SEL lessons and character & community building events/trips, need for more counseling on personal and academic goals, underdeveloped parent partnership and support, shortage of resources and materials promoting mental and physical health.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

By the end of May 2023, an increase of 10% of students Early On Grade Level and Mid or Above Grade Level in Reading from 19% to 29% on the iReady Diagnostic Assessment. By the end of May 2023, an increase of 10% of students Early On Grade Level and Mid or Above Grade Level in Math from 10% to 20% on the iReady Diagnostic Assessment.

Identified Need

Teachers did not receive ongoing support for curriculum and instruction, assessment, and competence in technological tools. New teachers did have access to the coaching cycle for the development of instructional practices.

There was a high level of disruption that impacted the instructional minutes as well as the high quality subject area contents and the amount of standards covered.

According to CAASPP, students underperformed in growth and mastery of ELA, Math, and NGSS standards. 80% of students did not achieve ELA, Math, or Science proficiency.

School lacked a clear vision for teaching and learning culture and climate.

Chronic Absenteeism rate is high, students are missing a significant amount of instructional minutes due to discipline issues, and lack constructive connection to school and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	Reading: 19% Math: 10%	Reading: 29% Math: 20%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Provide opportunities for teachers to collaborate in grade level teams 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 support from Instructional Coaches and Program Specialist, SpEd specialists, and on-site mentors with instruction, data analysis, and differentiated instruction to meet the needs of all students. Teachers will implement deeper understanding and application of the PLC process. Title 1: Teacher Add Comp 11500 \$13,386 Provide opportunities for professional development through release time for teachers to plan and collaborate on schoolwide instructional targets: whole grade level release time to determine learning targets through SMART goals; vertical articulation for alignment of standards; grade-level planning for process writing (Step Up to Writing), alignment of standards for instruction, and differentiation for each grade level team; deliver high quality teaching Tier 1 strategies such as AVID and UDL and provide Tier 2 interventions and enrichment for those that "know it". In addition, provide opportunities to participate in workshops, conferences, seminars, training outside the district to improve teacher practices such as CAFE, AVID, Solution Tree: PLC. Title 1: Conference 52150 \$20,000 Implementation of AVID strategies to provide all students universal access to curriculum and instruction. Provide materials and supplies to support implementation of AVID in the classrooms. Provide materials and Supplies for the following: 1) Support English Learners in their acquisition of the English Language in the classrooms (Rosetta Stone, realia, instructional supplies); 2) Support classroom instruction and activities; 3) Replace instructional equipment in the classrooms (projectors, Chromebooks, document cameras, speakers, etc.) and provide each classroom a boombox for P.E. and Arts instructional; 4) Provide Step Up to Writing kits to support writing instruction in the classrooms. Title 1: Equipment 44000 \$10,000 + \$5,000 Title 1: Book/Materials/Supplies 43110 \$10,113 + \$16,787 + \$10,000 = \$36,900

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$13,386	50643 - Title I

\$20,000	50643 - Title I
\$15,000	50643 - Title I
\$36,900	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Implement a Multi-Tiered System of Support (MTSS/Rtl) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations. Provide opportunities for students at each grade level to experience real-life applications aligned to Common Core State Standards. Implement PLC strategies to plan and collaborate with CARE and SST teams for the purpose of aligning support staff with MTSS interventions and initiatives. Classified Additional Comp Title 1 \$5000 57751 Fieldtrips/Trans Title 1 (\$20,000) Provide after school tutoring services to students who need additional support with academics. Fund a 0.4375 FTE Library Media Tech 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. LCFF: Library Media Asst 22601 \$32,386 Fund 0.4375 Instructional assistant to support small group learning to at-risk and/or below grade level students, targeting skills for mastery. LCFF: Instructional Assist 21101 \$29,391 LCFF: Instructional Aide - 21500 Add Comp \$20,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$32,386	23030 - LCFF (Site)
\$29,391	23030 - LCFF (Site)
\$20,000	50643 - Title I
\$20,000	23030 - LCFF (Site)
\$5,000	50643 - Title I

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Duplicating instructional materials, student resources, planners Maintenance Agreements Grade Levels will be provided access to duplicating instructional materials to support the curriculum, instruction, and assessment needed to deliver high quality first instruction and provide homework packets to students to reinforce learning. Title 1: Duplicating 57150 \$3,000 Maintenance agreements provides services needed to upkeep and maintain all machines in working order for staff to print small batches worksheets needed for classroom instruction and activities to support learning. Title 1: Maintenance Agreement 56590 \$3,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000	50643 - Title I
\$3,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022 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.

All of the strategies/activities were fully implement, except for the following: *Release time for teachers to collaborate - the root cause in the failure to implement this strategy was because district-wide there is shortage of substitutes to release teachers to plan. *Funding for teacher professional development was partially implement because of lack of substitutes to release teachers during the day to attend workshops/training. *The implementation of AVID school-wide was not implemented because many new teachers had not had the beginning training and neither did the principal who is responsible for the implementation. The principal is new to the school and district and has some knowledge of AVID, but not enough to fully implement the program. *The Summer Bridge Program for incoming TK/K students was not implemented. The application was not submitted at the end of the school year in 2020-21.

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

There were no major differences between the intended implementation and/or the budgeted expenditures. Kennedy implemented and followed the plan the way it was developed and designed to meet the three goals.

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.

There will be a transfer of funds allocated for teacher release time to materials and supplies to purchase Step Up to Writing and Guided Reading materials to supplement the ELA core reading program. In addition, a transfer of funds allocated for parent workshop/training to non-instructional materials for incentive purposed to increase parent involvement in meetings such as SSC.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Goal #2: By the end of May 2023, decrease the total number of days of suspension from 32 to 22. By the end of May 2023, decrease by 15% the number of students chronically absent from 54% to 39%.

Identified Need

There was a high level of disruption that impacted the instructional minutes as well as the high quality subject area contents and the amount of standards covered.

According to CAASPP, students underperformed in growth and mastery of ELA, Math, and NGSS standards. 80% of students did not achieve ELA, Math, or Science proficiency.

Kennedy's parent involvement in the education of their children is extremely low.

Chronic Absenteeism rate is high, students are missing a significant amount of instructional minutes due to discipline issues, and lack constructive connection to school and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly District Discipline and Chronic Absenteeism Reports	Total # Days of Suspension: 32 Chronic Absenteeism Rate: March 54%	Suspension: decrease to 22 days. Chronic Absenteeism: decrease to 39%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Counselors will meet with small groups of chronically absent students and parents to support their needs. They will assist assistant principal and CWA staff with home visits. They will assist in working with students in foster care and homeless to improve attendance. They will provide social-emotional training and curriculum to staff and facilitate presentations in classrooms. They will 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, implement PLUS program for a 6th - 8th grade students and conduct PLUS forums within all grade levels. PLUS students to support counselors' work with improving school climate, and help implement AVID to support college and career readiness. Provide opportunities to fully implement school-wide PBIS Tier 1 - teach the Three Big Rules, expectations defined and taught through PD and expectations are reinforced by all staff. Provide recognition and incentives/prizes to students for demonstrating and modeling positive behavior expectations. Materials and supplies to support implementation. Provide materials and supplies to support SEL programs and students. PBIS Team will meet twice a month to progress monitor the implementation of Tier 1 and suggest and recommend strategies for improvements throughout the school year. Attendance Team will meet twice a month to update progress monitoring, analyze most recent student data, and develop plan of action/next steps to decrease attendance and chronic absenteeism. Provide students with incentives and awards to promote increase in attendance and support positive behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Low Income
English Learners
Foster Youth
All Students

Strategy/Activity

Classified Add Comp- to provide opportunities for CSA and Noon Duty Assistants to meet with administration twice a month for training purposes on school safety protocols and procedures, debriefs/discussions regarding school climate and culture, and the implementation of PBIS. Title 1: Classified Add Comp 29500 \$8,000 LCFF: Classified Add Comp 29500 \$25,000 Provide opportunities for students to experience learning outside the classroom such as assemblies and/or field trips to reinforce PBIS behavior expectations, character traits, and lifelong skills to prepare students for college and career readiness. Provide materials and supplies to support these learning. LCFF: Consultants Non-Instructional 58100 \$7,943 + \$5,000 Provide a series of training for parents to enhance their knowledge and skills to support their child/ren's academic success in learning. Title 1: Consultants Instructional 58100 \$11,000 Materials & Supplies 43110 LCFF: \$15,000 to support fidelity of PBIS implementation, Social Emotional Learning needs, PLUS Team, Special Education needs, AVID

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,000	50643 - Title I
\$11,000	50643 - Title I
\$25,000	23030 - LCFF (Site)
\$12,943	23030 - LCFF (Site)
\$15,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 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.

All the strategies/activities were fully implemented. The counselors were effective in establishing a PLUS team of student leaders to support in implementing PBIS Tier 1 and sports activities during lunch. They have successfully provided individual and group services to students for emotional and behavioral support. They facilitated implementation of the district's social/emotional curriculum for grades TK -8. They have been a big support with student attendance by addressing chronic absenteeism at Attendance Team meetings with our CWA. Home visits are often done by the CWA that involve students with major chronic absenteeism problems. Students with major chronic absenteeism issues are often PBIS Tier 1 was fully implemented school-wide. There are still areas to improve for next year. The funds to release classified staff to participate in CARE, PBIS, and/or Noon Duty meetings was partially spent. Assemblies were a great hit with all students. They focused on respect, kindness, and setting goals for success.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet articulated goal.

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.

The amount of funding for assemblies was over budgeted. Half of it will be transferred to materials and supplies to purchase supplemental materials to support existing reading program.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

Goal #3: All students will benefit from programs and services designed to inform and involve family and community partners. By May 2023, increase by 20% parent involvement from 1% to 20%.

Identified Need

Kennedy's parent involvement in the education of their children is extremely low.

Kennedy needs to establish an ELAC Committee.

School lacked a clear vision for teaching and learning culture and climate.

Chronic Absenteeism rate is high, students are missing a significant amount of instructional minutes due to discipline issues, and lack constructive connection to school and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent sign-in sheets	1%	20%

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Foster Youth
Low Income
English Learners
All Students

Strategy/Activity

Parent Meeting (43400) - \$521 - 50647 - Title I: Light snacks and refreshments for parent meetings and training/workshops. Provide a series of parent education workshops that will be impactful in enhancing their knowledge and skills to be successful in supporting their child/ren's academic experience. Title 1 Parents: Consultants Instruction 58100 \$1,000 Provide materials and supplies to parent meetings and training. Title 1: 43110 \$1,000 Increase effective communication between school and home through various modes school website, marquee, newsletters, email, text, flyers/banners, etc. Translate materials for the top three languages of the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$521	50647 - Title I - Parent
\$1,000	50647 - Title I - Parent
\$1,000	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022 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.

Due to COVID restrictions, parents were not permitted on campus, therefore, onsite workshops/trainings with light light snacks were not implemented. In addition, Kennedy had very low parent participation at meetings such as SSC and Coffee Hour training/Q&A sessions with counselors and a separate one with the Principal.

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

articulated goal.

The intended implementation of the strategies/activities were not met, therefore, the funds allocation were not expended.

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.

The funds to allocated for light snacks will be transferred to non-instructional materials to materials and/or supplies for parents to support their child/ren with success in learning at home.

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	\$137,807.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$272,527.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$135,286.00
50647 - Title I - Parent	\$2,521.00

Subtotal of additional federal funds included for this school: **\$137,807.00**

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$134,720.00

Subtotal of state or local funds included for this school: **\$134,720.00**

Total of federal, state, and/or local funds for this school: **\$272,527.00**