

KENNEDY GARDENS ELEMENTARY
SCHOOL



Single Plan for Student Achievement
2018-2019

The Single Plan for Student Achievement

School: **Kennedy Gardens Elementary School**

District: Calexico Unified School District

County-District School (CDS) Code: 13-63099-6099485

Principal: Elvia Fuentes

Date of this revision: **May 8, 2019**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on **6-20-19**

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School and Student Performance Data

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	109	75	62	80	75	59	78	75	59	73.4	94.9	95.2
Grade 4	79	130	68	78	91	68	78	91	68	98.7	68.9	100
Grade 5	79	82	125	77	78	90	77	78	90	97.5	92.9	72
Grade 6	67	83	79	64	80	78	63	80	78	95.5	96.4	98.7
All Grades	334	370	334	299	324	295	296	324	295	89.5	85.7	88.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2335.1	2343.0	2355.3	1	3	3.39	1	9	11.86	30	15	27.12	65	73	57.63
Grade 4	2399.2	2371.0	2399.4	3	1	4.41	12	8	16.18	23	19	20.59	63	73	58.82
Grade 5	2426.6	2448.1	2411.5	4	4	2.22	17	24	15.56	19	24	27.78	60	47	54.44
Grade 6	2459.0	2454.6	2479.7	2	3	5.13	14	20	20.51	30	23	33.33	53	55	41.03
All Grades	N/A	N/A	N/A	2	2	3.73	11	15	16.27	25	20	27.46	61	62	52.54

Conclusions:

1. Based on the ELA CASSPP data for 2016-17, 20% of the students that were tested met or exceeded the standard.
2. Based on the ELA CASSPP data, a large percentage of students are below standard in the areas of Reading, Writing, Listening, and Research Inquiry. Of these areas, Reading and Writing have the largest percentage of students performing below standard.

Barriers:

1. Students have poor literacy skills—reading below grade level.
2. Need for continuous professional development in Benchmark ELA program.
3. High percentage of EL students including Newcomers students at various grade levels.
4. Lack of parental support—use of primary language at home, lack of parent involvement with academic progress.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		284	Very Low 72.6 points below level 3	Increased +6.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		284	Very Low 72.6 points below level 3	Increased +6.6 points
English Learners		258	Very Low 73.3 points below level 3	Increased +7 points
Foster Youth		3	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		249	Very Low 76.4 points below level 3	Increased +6.5 points
Students with Disabilities		36	Very Low 146.1 points below level 3	Maintained +1.8 points
Asian		1	*	*
Hispanic		282	Very Low 73.2 points below level 3	Increased +6 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	71	High 15.5 points above level 3	Increased +4.3 points
EL - English Learner Only	187	Very Low 107.1 points below level 3	Increased +7 points
English Only	25	Low 64.9 points below level 3	Increased +10.1 points

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data: Students have demonstrated an increase or have maintained in the ELA performance levels compared to last year. Teachers are in their 2nd year of implementing the Benchmark ELA program and as they continue to collaborate during PLC, they continue to look at data to inform instruction. With the continued collaboration and professional development provided, our school should see a slow progress in student performance.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	109	75	62	108	75	60	107	75	60	99.1	94.9	96.8
Grade 4	79	130	68	79	124	68	79	124	68	100.0	93.9	100
Grade 5	79	82	125	77	81	123	77	80	123	97.5	95.2	98.4
Grade 6	67	83	79	66	81	78	66	81	78	98.5	97.6	98.7
All Grades	334	370	334	330	361	329	329	360	329	98.8	95.2	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2352.1	2367.5	2374.1	0	1	1.67	10	9	16.67	21	28	33.33	68	61	48.33
Grade 4	2409.4	2374.5	2414.0	3	0	2.94	13	4	10.29	29	17	36.76	56	79	50.00
Grade 5	2419.7	2441.1	2413.6	0	0	0.00	10	10	2.44	14	28	20.33	75	63	77.24
Grade 6	2448.2	2435.5	2443.8	0	4	0.00	6	6	5.13	39	28	32.05	55	62	62.82
All Grades	N/A	N/A	N/A	1	1	0.91	10	7	7.29	25	24	28.88	64	68	62.92

Conclusions:

1. Based on the Math CASSPP data for 2016-17 school year, 8.2% of the students that were tested met or exceeded the standard.
2. Based on the Math CASSPP data, a large percentage of students are below standard in concepts and procedures, problem solving and modeling/data analysis and communicating reasoning.

Barriers:

1. Language Barrier faced by a large percentage of students and parents as second language learners.
2. Need for continuous professional development with the Go Math Program & CPM programs.
3. Lack of data analysis due to absence of common assessments.
4. Poor literacy skills contribute to low performance.
5. Parents lack literacy and mathematics skills to assist students at home.

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		284	Low 89.7 points below level 3	Increased +4.6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		284	Low 89.7 points below level 3	Increased +4.6 points
English Learners		258	Low 89.7 points below level 3	Increased +5.5 points
Foster Youth		3	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		249	Low 90.6 points below level 3	Increased +4.6 points
Students with Disabilities		36	Very Low 152.7 points below level 3	Increased +3.1 points
Asian		1	*	*
Hispanic		282	Low 90.3 points below level 3	Increased +4 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	71	Low 30.2 points below level 3	Increased +8.8 points
EL - English Learner Only	187	Very Low 112.3 points below level 3	Increased +3.1 points
English Only	25	Low 93.2 points below level 3	Declined -3.1 points

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data: Students have demonstrated an increase or have maintained in the Math performance levels compared to last year except for the EO population which showed a decline of 3.1 points. Teachers are in their 3rd year of implementing the Go Math and CPM program and as they continue to collaborate during PLC, they continue to look at data to inform instruction. With the continued collaboration and professional development provided, our school should see a slow progress in student performance.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						7	25	7	7	33	43	33	42	50	53
1	2			6	17	8	21	37	27	15	13	25	55	33	40
2	2	5	2	8	9	21	35	25	27	35	32	25	20	30	25
3	1	5	5	14	12	19	34	40	29	25	31	24	25	12	24
4	2	1		26	9	18	48	35	56	11	12	13	13	43	13
5	12	6	4	30	30	25	32	47	31	12	13	10	14	4	30
6		4	15	36	31	32	42	43	34	6	8	8	17	14	11
Total	3	3	4	19	17	21	35	37	33	19	19	17	24	25	25

Conclusion:

1. Of the number of Annual students tested at each grade level, a small percentage of students score at the Advanced or Early Advanced levels required for Reclassification—25%.

Barriers:

1. Students seldom speak English during the day.
2. Social interactions in and out of the community are mostly in their primary language.
3. Lack of continuous training on new ELD standards.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1		1	7	7	2	14	15	15	78	78	81
1	2			5	14	7	19	34	23	14	11	25	60	41	45
2	1	4	2	7	10	20	30	23	25	30	29	23	30	33	31
3	1	5	4	10	12	20	25	39	26	19	30	22	44	14	28
4	2	1		27	6	18	48	24	56	11	9	12	13	60	14
5	12	5	3	29	29	17	33	45	22	12	13	7	14	9	51
6	2	4	16	33	30	32	36	42	34	5	9	7	24	15	11
Total	9	2	3	14	13	15	27	29	25	16	15	15	40	41	42

Conclusion:

1. Of the number of students tested at each grade level (All students), a small percentage of students score at the Advanced or Early Advanced levels required for Reclassification—18%.

Barriers:

1. Students seldom speak English during the day.
2. Social interactions in and out of the community are mostly in their primary language.
3. Lack of continuous training on new ELD standards.

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	60.7%	63.3%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	79.3 points below level 3	72.6 points below level 3
Mathematics	94.3 points below level 3	89.7 points below level 3

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data: There was an increase in the percent of English Learner progress towards English Proficiency—2.6%.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		368	Low 63.3%	Increased +2.6%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.8%	Maintained +0.2%
English Learner Progress (1-12)		Low 63.3%	Increased +2.6%
English Language Arts (3-8)		Very Low 73.3 points below level 3	Increased +7 points
Mathematics (3-8)		Low 89.7 points below level 3	Increased +5.5 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Student Group Performance for State Indicator						
	Chronic	Suspension	English Learner	Graduation	English	Mathematic	College/Care
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data: Although the data shows that our students have made some gains in both ELA and MATH, students are doing better as a group in the area of Mathematics compared to English Language Arts. This is largely due to the large ELL population at our school many of which also lack literacy skills. We will continue to provide targeted language intervention by continuing to support through our ELIT teacher, ELD time, and provide support to teachers via of our Academic Support Teacher.

PLANNED IMPROVEMENT IN STUDENT PERFORMANCE



SCHOOL GOALS

Goal I: Curriculum, Instruction, & Assessment

Goal II: Pupil Engagement and Climate

Goal III: Parent Involvement

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

I. CURRICULUM, INSTRUCTION, AND ASSESSMENT

LEA GOALS:

LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17).

LEA Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

LEA Goal 3: By 2005-06 (2016-17), all students will be taught by highly qualified teachers.

LEA Goal 5: All students will graduate from high school.

LCAP GOALS:

LCAP Goal 1: To provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement.

LCAP Goal 2: Our students will be 21st century technology ready, competent learners in technology, demonstrate excellence in digital citizenship and master digital literacy skills.

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

SCHOOL GOAL 1: CURRICULUM, INSTRUCTION, AND ASSESSMENT

To provide equitable access to a well-rounded, standards-aligned curriculum, including the integration of digital literacy and citizenship, to ensure increased student achievement and promote college and career readiness as measured by state and district assessments.

<p>What data did you use to form this goal? State assessments (CAASPP, CELDT), AMAO targets versus achievements, surveys from parents, staff, and verbal surveys from students. SSC and ELAC input.</p>	<p>What were the findings from the analysis of this data? School needs to focus on implementing current common core standards for future success of students. Students need intervention to address gaps.</p>	<p>How will the school evaluate the progress of this goal? Continue to monitor benchmarks, state assessments, surveys while monitoring the effect of previous actions/tasks.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.</p>
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STRATEGY: -Elementary School will implement cycle of assessments and analyze student achievement in content areas to align actions to student needs.

Action/Date 2018-19	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Participate in Professional Learning Committees at all levels.</p>	<p>Principal, staff, parents</p>	<p>Professional learning committees will meet during the school year to discuss and review school goals. Committees include, but are not limited to,</p> <p>Leadership committee—8 teachers to meet once a trimester Safety Committee—8 teachers to meet twice a year AR Committee—3-5 teachers to meet at least twice a year AVID Site Team— 8 teachers to meet once a trimester MTSS Core Committee—3 teachers + AST, Counselor School Site Council/ELAC</p>	<p>\$7000 Certificated/Personnel Salaries (1000-1999) Substitutes (1170) LCAP General Fund</p>
<p>2. All Students, inclusive of all subgroups (Migrant, Foster Youth, Homeless, ELL, etc) will have additional support to address their individual learning needs</p>	<p>Principal, staff</p>	<p>Provide intervention programs to students that need additional support. To address student's individual learning needs, we will renew licenses and provide teachers with materials for intervention, such as but not limited to:</p> <p>iRead Classworks Renaissance Starfall Science Kits English in a Flash MobyMax Classroom sets of Accelerated Reader books</p>	<p>\$16000 Books & Supplies (4000-4999)</p> <p>\$2000 Professional consulting Servicing and operating expenditures (5000-5999)</p>

<p>3. Provide extended day learning opportunities such as, but not limited to, tutoring, and academic enrichment for all students including subgroups (Migrant, Foster Youth, Homeless, ELL, etc). Also, extended opportunity for social skills learning.</p> <p>Coordinate with district supplemental programs such as Migrant, ASES, ELL, etc. to determine needs and to work collaboratively on objectives.</p>	<p>Principal, staff</p>	<p>Offer after school tutoring for students who need additional support in ELA and Mathematics.</p> <p>Offer enrichment classes to challenge and motivate students and engage them in continuous learning—STEM, Robotics, Google Academy, Technology, Music, Dance, Art, amongst other subjects.</p> <p>Offer social skills intervention after school to improve student behavior. Counselor will lead small group interventions to address student deficits in positive social relationships—communication skills, problem-solving, decision making, self-management, and peer relations.</p>	<p>\$5296 Certificated/Personnel Salaries (1000-1999)</p> <p>\$1500 Books and supplies (4000-4999)</p>
<p>4. Provide services to pre-kindergarten students to support their transition and success in Kindergarten</p>	<p>Principal, staff</p>	<p>Offer kinder academy/orientation before the start of the school year to help students transition into the kinder classroom and lower their anxiety about school while informing parents of kinder expectations and how they can support their children.</p>	<p>\$1000 Books and supplies (4000-4999)</p>
<p>5. Implement and monitor RTI to support all students including subgroups (Migrant, Foster Youth, Homeless, ELL, etc) with learning and behavioral needs. *</p>	<p>Principal, staff</p>	<p>During RTI, teachers will provide targeted and individualized intervention to accelerate student learning through tiered instruction and with the assistance of adaptive technology. Implementation and monitoring of RTI will require renewal of licenses and materials and supplies for intervention such as but not limited to:</p> <ul style="list-style-type: none"> iRead Classworks Accelerated Math Brain Pop English in a Flash Starfall, Draw and Tell, Letter School Classroom supplies 	<p>\$17,000 Books & Supplies (4000-4999)</p> <p>\$1500 Professional Consulting Services and other expenditures (5000-5999)</p>

<p>6. Participate in professional development to increase understanding of teaching and learning in order to maintain highly qualified teachers.</p>	<p>Principal, staff</p>	<p>Counselor will attend training to support school environment (in Goal 2)</p> <p>Crisis Prevention Intervention (CPI) training for staff that is interested and/or works with children with needs.</p> <p>College Preparatory Mathematics (CPM) 6th grade teachers—provide substitute coverage for all sixth grade teachers to attend training.</p> <p>CMC-Mathematics Training—sending 3 teachers AVID Trainings—Summer Institutes & Local Trainings, ASES—train staff on strategies to promote engagement and classroom management</p>	<p>\$13000 Travel and expenditures (5200)</p> <p>\$750 Substitutes (1170)</p>
<p>7. Academic Support Teacher will continue * to provide support to staff with implementation of all programs, curriculum, and initiatives.</p>	<p>Principal, staff</p>	<p>Continue to provide services by an Academic Support Teacher--salary and benefits- 73.25%</p> <p>Academic Support teacher assists with coaching, reflection, data analysis, lesson studies, demonstration lessons, modeling in regards to all teaching standards.</p>	<p>\$100666 AST salary (2170)</p>
<p>8. English Language Intervention Teacher will provide supplemental English Language Development services to students who are at risk of becoming Long Term English Learners, or are existing Long Term English Learners.</p>	<p>Principal, staff</p>	<p>Continue to provide services by an English Language Intervention Teacher-- salary and benefits- 15% from site Title 1 budget</p> <p>ELIT teacher will provide small group instruction to at-risk ELL learners to improve support in the areas of Listening, Speaking, Reading and Writing. ELIT will assess and monitor student progress and work with the regular classroom teacher to ensure students' learning needs are addressed.</p>	<p>\$28085 ELIT (1110)</p>
<p>9. Staff will collaborate and/reflect on teaching and learning.</p>	<p>Principal, staff</p>	<p>Teachers will be pulled out by grade levels at least twice a year to collaborate on curriculum scope and sequence, lesson studies, writing calibration, data analysis, and share/learn best teaching practices.</p>	<p>\$7503 Certificated Personnel Salaries (1000-1999) Substitutes (1170)</p>
<p>10. Create pathways for early College and Career Readiness at the elementary level.</p>	<p>Principal, staff</p>	<p>Educational Fieldtrips: Offer learning experiences outside the regular classroom such as educational field trips to Smart Farm, The Living Desert, Museums, Zoo,</p>	<p>LCAP</p>

		<p>local Science centers,</p> <p>College and Career Fairs—organize fairs to encourage interactions with professionals and promote a college going culture and explore career options.</p> <p>UC/CSU/JC—college trips to encourage interest in the pursuit of higher education</p> <p>College and Career Fair at Imperial Valley College</p>	
<p>11. Support student learning with the use of supplemental technology and resources * to improve academic learning during intervention, extended day, ASES for all subgroups (Migrant, Foster Youth, Homeless, ELLs, etc) in specific areas that address data concerns and current trends in education such as implementing collaboration, creativity, communication, and critical thinking.</p>	<p>Principal, staff</p>	<p>Teachers will provide targeted and individualized intervention to accelerate student learning through tiered instruction and with the assistance of adaptive technology.</p> <p>This intervention may occur during RTI or during the extended day (after school) programs. Implementation of this student intervention will require additional materials and supplies to supplement the core curriculum and provide support to student learning.</p>	<p>\$24,788 Devices (4302) Materials & Supplies (4000-4999) \$2000 Operating Expenditures (5000-5999)</p>

II. PUPIL ENGAGEMENT AND SCHOOL CLIMATE

LEA GOALS:

LEA Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP GOALS:

LCAP Goal 4: Pupil engagement will improve through a safe learning environment and positive school climate

SCHOOL GOAL 2: PUPIL ENGAGEMENT AND SCHOOL CLIMATE

Pupil engagement will improve through a safe learning environment and positive school climate as measured by surveys, discipline and attendance data.

<p>What data did you use to form this goal? Healthy Kids survey results from staff, parents, and students, Parent surveys on climate, suspension rates, intervention data, attendance data, Safety Committee feedback and drill results.</p>	<p>What were the findings from the analysis of this data? A need for positive intervention program, reduce suspensions or implement more intervention before suspensions, plan for increasing attendance rates, more variety of drill practices.</p>	<p>How will the school evaluate the progress of this goal? Changes of surveys, discipline, and attendance data.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.</p>
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STRATEGY: -Elementary School will use a district safety committee to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Action/Date 2018-19	Person(s) Responsible	Task/Date- ongoing in school year	Cost and Funding Source (Itemize for Each Source)
<p>1. Implement positive behavior support * programs for all students including subgroups (Migrant, Foster Youth, Homeless, ELL's, etc) and/or initiatives, while following district behavior support programs</p>	<p>Principal, staff</p>	<ul style="list-style-type: none"> • Trainings in Goal 1 • Anti-Drug Presentations/Assemblies 	<p>\$500 Books and Materials (4000-4999)</p>
<p>2. Promote attendance, * engagement, health, culture, character, achievement, and societal awareness for all students including subgroups (Migrant, Foster Youth, Homeless, ELL's, etc).</p>	<p>Principal, staff</p>	<ul style="list-style-type: none"> • Offer Attendance recognition to students to motivate them to continue to engage in school. Activities may include, but are not limited to, monthly pizza parties for the class with best attendance, perfect attendance certificates, tags, water bottles, movie night, trips to the local swimming pool, movie theatre • Recognize students for demonstrating growth and achieving at high levels in the areas of ELA, Math, Science, History and Socially —Student of the Month, Citizen of the Month, Honor Roll certificates, Growth Awards, medals, ribbons, etc. 	<p>LCAP Attendance</p>

3. Promote a safe learning environment for all students including subgroups (Migrant, Foster Youth, ELL's, etc) by providing training in the areas of social and emotional well-being, health, and safety.	Principal, staff	<ul style="list-style-type: none"> • Counselor presentations—classroom and assemblies—Counselor introduction; character traits and & 7 Habits; Text Anxiety; • School wide assemblies—Bully Prevention, School Rules Assembly, 	\$613 Materials and Supplies (4000-4999)
4. School climate will improve by student participation in extracurricular activities or presentations.*	Principal, staff	<ul style="list-style-type: none"> • School athletic coordinator to • Cheer Advisor • Activities Coordinator • Also see Goal 1 Action 3 	LCAP Intramurals
5. Review and update School Safety Plan to provide a safe environment for all stakeholders.	Principal, staff	<ul style="list-style-type: none"> • Safety Committee will meet twice a year to review and update School Safety Plan 	LCAP Safety
6. Individual learning/behavior plan meetings will be held to support students based on individual needs.	Principal, staff	<p>Meet with parents and teachers of students that are at-risk academically, socially & emotionally, and/or behaviorally to provide interventions to support students and families.</p> <ul style="list-style-type: none"> • SST meetings • FRC Referrals • IEP's; 504's • SART meetings • SARB meetings 	General Fund

III. PARENT INVOLVEMENT

<p>LEA GOALS: LEA Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14 (16-17). LEA Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics</p>
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LEA Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LEA Goal 5: All students will graduate from high school

LCAP GOALS:

LCAP Goal 3: Students will have access to a broad course of study, including new courses not currently on master schedules and strategic supports for struggling and at-risk students.

LCAP Goal 5: Increase parent involvement and leverage parent involvement to directly support student learning.

SCHOOL GOAL 3: PARENT INVOLVEMENT

Increase and leverage parent involvement to directly support student learning as measured by surveys and participation.

<p>What data did you use to form this goal? Surveys such as Healthy Kids Survey from parents, Title 1, SSC, ELAC meetings, parent verbal feedback, data on attendance at meetings/trainings/presentations.</p>	<p>What were the findings from the analysis of this data? Parents request more trainings on serving their students. Parents ask for childcare at trainings, translations available, increase of communication by different modes. Parents attend when function is highly publicized, when promoted by staff, and when students are showcased at event.</p>	<p>How will the school evaluate the progress of this goal? Progress will be evaluated by surveys, meetings, feedback, and attendance at events.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? School main office. SSC, ELAC, meeting agendas/minutes.</p>
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STRATEGY: -Elementary School will coordinate efforts, educate and empower parents, enabling them to access resources needed by their family, advocate for themselves and their children, and understand their rights and responsibilities as parents.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Communicate with families to promote student learning. Collaborate with ASES in regards to events so communication is extended to after school.</p>	<p>Principal, staff</p>	<p>Maintain communication with parents by conducting parent events such as Back To School Night, Open House, Parent Picnic, & General Parent Meetings. Provide parents notifications via supplemental flyers, calendars, student agendas, and provide incentives to increase parent involvement.</p>	<p>\$100 Services and other operating expenditures (5000-5999) \$1741 Books and Supplies (4000-4999)</p>

<p>2. Provide opportunities for families to participate in the classroom and school community.</p>	<p>Principal, staff</p>	<p>Increase parent involvement by promoting participation in General/Grade Level Parent Meetings and trainings School Site Council (SSC) English Language Advisory Committee(ELAC) Provide snacks, drinks, and end of the year dinner to recognize participation in SSC/ELAC.</p>	<p>General Fund LCAP</p>
<p>3. Provide parent trainings to increase parent involvement.</p>	<p>Principal, staff</p>	<p>Teachers, counselor, AST, ELIT, Principal will provide parent trainings to promote parent involvement and inform parents on how to support their children. This will require materials and supplies and parent incentives. Topics may include: Parent Vue in Synergy Renaissance Home Connect A-G Requirements Behavior Guidelines Family Nights (Literacy, Art, Math, Science) Drug Awareness/Prevention SBAC Family Workshop ELPAC Family Workshop Parent Digital Citizenship Workshop</p>	<p>\$300 Certificated stipends (1170) \$937 Books and Materials (4000-4999)</p>
<p>4. Have SARC and SPSA updated for parents to view. *</p>	<p>Principal, staff</p>	<p>Contract Axiom and doc-tracking services for updated SARC and SPSA</p>	<p>\$1050 Professional Consulting (5800)</p>

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fq/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$233,329	<input type="checkbox"/>
X	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$5726	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$		<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school			\$233,329	
Total amount of state and federal categorical funds allocated to this school			\$233,329	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Diana Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Ariadna Montoya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Stella Jimenez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
xxxxxx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xxxxxx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claudia Bernal	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veronica Martinez	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kenia Gomez	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha Morales	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Elvia Fuentes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	3	<input type="checkbox"/>

² EC Section 52852

Recommendations and Assurances

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

- 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**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Leadership Team J. Cothran _____ Signature
- Other _____ Signature

- 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.
- 6. This SPSA was adopted by the SSC at a public meeting on: **May 30, 2019.**

Attested:

Elvia Fuentes
Typed name of School Principal


Signature of School Principal

5/30/19
Date

Ariadna Montoya
Typed name of SSC Chairperson


Signature of SSC Chairperson

5/30/19
Date

SPSA Budget Planning Tool					SPSA Budget		
School: Kennedy Gardens Elementary							
District: Calexico Unified School District							
CDS Code: 13-63099-6099485							
Administrator: Elvia Fuentes, Principal							
Date of Revision:							
Operating Schoolwide Program (SWP)	No						
	Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source	Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
	\$233,329	Title I			Unrestricted	0000	0
	\$5726	Parent Involvement Title I			Unrestricted Locally Defined	0001-0999	0
					Certificated Personnel Salaries	1000-1999	\$20,549.00
					English Language Intervention Teacher	1000	\$28,085.00
					Classified Personnel Salaries	2000-2999	\$300.00
					Academic Support Teacher	2490	\$100,666.00
					Employee Benefits	3000-3999	
					Books and Supplies	4000-4999	\$64,079.00
					Services and Other Operating Expenditures	5000-5999	\$19,650.00
					TOTAL		\$233,329

KG SPSA ANNUAL EVALUATION 2018-2019

Plan Priorities

Identify the top priorities of the current SPSA.

- **Curriculum, Instruction, Assessment,**
- **Climate**
- **Parent Involvement**

Identify the major expenditures supporting these priorities.

- **Major expenditures were in the areas of books, supplies, training for staff.**

Plan Implementation

Identify barriers to full or timely implementation of the strategies identified above.

- Chronic absenteeism affects overall student academic progress.
- Reinforcing English speaking abilities.
- SST system and protocols were not properly in place.
- Staff unavailable for after-school tutoring.
- After-school counseling services not available.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

- Attendance meetings with parents
- Attendance contracts
- Monthly Saturday Schools
- SST Team was created (Psychologist, SDC teacher, general education teacher, principal, and counselor)
- Implementation of Beyond SST program to maintain timelines, follow-ups, and progress monitoring.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

- Student needs have not entirely been met based on the data we analyzed.
- Protocols and systems impeded ability to address student needs.
- Data utilized—CAASPP, ELPAC, AR, and Interim Assessment data from SchoolCity.
- Opportunities for additional academic support after-school hours was not readily available.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Attendance recognition activities for students
- Growth awards to motivate students to do well academically
- Training for teachers in the area of AVID
- PLC committees to structure services, curriculum, and student well-being

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

- Parent involvement activities—a wider array of opportunities need to be offered. They are part of the plan, but it did not come to fruition due to time and staff availability
- Tutoring opportunities at the site due to staff availability.

Based on the analysis of this practice, would you recommend:

- Communication with high school for tutoring availability through community service hours for AVID students.
- Offer tutoring opportunities to staff earlier in the year based on availability.

Outcomes

Identify any goals in the current SPSA that were met. Identify any goals in the current SPSA that were not met, or were only partially met. List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- All goals were met, except Goal 3—Parent Involvement, in the area of training at the site where it was not fully implemented.

Based on this information, what might be some recommendations for future steps to meet this goal?

- Refine goals
- Assign specific and activities to staff that can carry out (counselor- college awareness, college field trips, AVID—AVID Parent Night, ELPAC Family Workshop—AST, ELIT)