

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kimball Elementary School	37-68221-6038772	May 25, 2023	June 28, 2023

Purpose and Description

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

Schoolwide Program

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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Kimball uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and the Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal are provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

*Students who are having difficulty performing at grade level standard at Kimball Elementary School are supported on several levels in the classroom and through instructional support personnel – Impact Teachers, Language Arts Specialist, Special Education and Speech and Language resource teachers. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students, providing appropriate instructional level support. Monthly grade level meetings, bi-weekly collaboration, Response to Intervention (RtI) meetings, administrator/teacher conferences, and site resource teacher guidance are all brought in to play in order to understand the best ways to assist these students and monitor their growth.

Kimball School has a Response to Intervention (RtI) system in place to respond to the specific needs of individual students. RtI is a tiered approach with specific goals and biweekly progress monitoring that includes the following tiers:

- Tier 1- Instruction within the regular classroom in which the teacher provides universal access and focused differentiated instruction with additional monitoring specific to each child.
- Tier 2- Additional instructional support and progress monitoring, provided by the teacher and or support personnel to meet individual needs as developed in the RtI goals. Students at Tier 2 receive double dose and instruction in smaller groups (4-6 students).
- Tier 3- Students who are not making progress towards their individual RtI goals as demonstrated through biweekly progress monitoring may receive more focused instructional support through very small groups (2-3 students).

Regular RtI meetings are scheduled to review and monitor students identified through the RtI process, with a focus on Tier 2 and 3 students. The classroom teacher presents student goals and data to support progress towards goals. Teachers and support staff agree on specific learning goals and next steps for intervention. In addition to these grade level meetings, we have two designated grade level liaisons who meet with grade levels or one on one with teachers to discuss students and develop instructional plans for them before they reach Tier 2 or 3. For students who continue to experience difficulties despite regular interventions, the School Study Team (SST/RtI) meets with the parent and the teacher who along with the principal, speech therapist, school psychologist, resource specialists, grade level team, and parent/guardian decide on more prescriptive academic and behavioral interventions. The Response to Intervention process has been implemented in all grade levels, emphasizing the collaboration on and implementation of an intervention plan, including student/parent accountability and regular communication on progress. The classroom teacher and/or the Impact teacher administer the six to eight-week progress monitoring assessment.

Programs are offered to meet the needs of all students including students identified as Gifted and Talented (GATE) as well as students with IEPs to meet unique needs.

Teachers at Kimball school have had the opportunity to develop skills to meet the needs of every child in the classroom, especially our high percentage of English Learners. As a DLI (Dual Language Immersion) school, we are also charged with meeting the needs of our Spanish language learners. Our discussions revolve around how we use best practices and research proven strategies to address the needs of those whose second language is Spanish. Among these are instructional strategies using Explicit Direct Instruction, with the goal of 80% student skill mastery and Guided Learning Acquisition Design (GLAD) provide a lesson design for second language learners that increases rigor of building academic vocabulary and expository writing pieces. Use of these strategies continue to provide the foundation for all areas of instruction.

In addition, twice monthly our staff meetings are focused around writing and mathematics. Teachers

bring student artifacts and have dialogue around VisibleLearning (Hattie's) strategies which will bring about gains in student achievement.

Kimball Elementary School is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. We have examined the outcomes on the annual English Language Proficiency Assessment for California Test (ELPAC). Data analysis shows that our English Language Learners are making significant growth towards site and district goals. Based on our data analysis, we have identified the following areas of focus:

1) Improve Reading Comprehension for our English Language Learners through vocabulary development and wide reading, 2) Provide intensive intervention for struggling Long Term English Learners 3) Improve Writing Strategies for all students. In 2023, iReady Español a computer based Spanish language assessment program was administered as a means to establish baseline Spanish language data. Our goal is to receive more on-going information on how to best serve our language learners, both in English and Spanish.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We continue to track our students using several monitoring systems to improve our processes for student learning growth and needs. The iReady system allows for a diagnostic assessment for each student in reading and math. Once students have been placed on the diagnostic, teachers will be able to analyze each child's performance by domain and across all performance areas. Students are then grouped with similar instructional priorities and resources to support differentiated instruction are put into place. Once placed, teachers monitor the instructional lessons to ensure students are responding to online instruction. The nature of the iReady program allows us to seamlessly capture metrics in a distance learning environment. This year our school district has incorporated PANORAMA to ensure we are not only monitoring our students in ELA and MATH, but we are also monitoring our students on their social emotional learning. Teachers complete a perception survey on each child measuring their levels of social awareness, emotional regulation, engagement and self management. Students do the same and our school counselor develops plans for students in need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

*The staff at Kimball Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics, technology, science, social studies and ELD grade level objectives and instructional practices to optimize student performance.

Annually, a plan for staff development is designed based on the review of specific site data. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff along with the School Site Council. Staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Offices of Educational Services Department at the National School District provide guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical planning groups.

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts resource teacher and through grade level peers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The LEA supports the school through professional development regarding program improvement, Common Core implementation, English Learner programs, and student monitoring using, iReady, Synergy and School Pace, and PANORAMA.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Learning opportunities for teachers will serve us in continuing to fortify and enhance our teaching practices through our management system and ensure learning is not interrupted when students are unable to be on site due to quarantine needs. Kimball Elementary School provides a variety of categorical services to students who are identified as under-performing. Kimball Elementary School participates in a School wide Program to assess and deliver services to students under the Title 1 federally funded program. Additionally, struggling students are supported through through the Local Control Accountability Plan (LCAP). Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services, the Rtl process is started with the at risk students. This year we have incorporated MTSS and have developed school wide goals. We have identified language frames across K-6 in both English and Spanish to support students' speaking and writing skills.

Impact teachers work with students individually and in small groups outside of the classroom in collaboration with the classroom teacher as well as the language arts specialist. How many we have from year to year depends on budget and availability of qualified impact teachers as well as student need. The primary content areas served by impact teachers include literacy skills and English Language Development. Depending on need and availability, mathematics is supported as well specifically in multi-graded classrooms. Identified long-term ELs in 4th, 5th, and 6th grades are pulled out to receive additional instruction and support in ELD and ELA.

Additionally, our school district was awarded an MCAP (Multilingual California Project) grant. Due to our focus on the pandemic we began our full participation this year in partnership with the San Diego County Office of Education. This has allowed us to honestly reflect on how to best support our English language learners as well as support our students acquiring two languages in our dual language program. Teachers have also received the opportunity to participate in a variety of innovations: GLAD training, Writing, Language Development through Science and a Dual Language Teacher Academy. The 8 teacher academies included the following topics: (1) Foundations for a strong, successful, sustainable dual language program, (2) Best practices in dual language education, (3) Becoming a reflective dual language teacher, (4) Authentic Spanish reading instruction, (5) Academic Spanish language development for dual language teachers, (6) The What and the How of Spanish, (7) Cross-linguistic transfer in a dual language program, (8) Best practices for Spanish writing instruction in a dual language classroom.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Collaboration opportunities are a priority and are provided through early release days. This collaboration time allows all grade levels an opportunity to monitor student progress through the use of data. At Instructional Data Team meetings, participants meet to set and monitor student grade level achievement goals in the area of reading, writing and mathematics. In addition, Support Staff which includes, the Language Arts Specialist, the Resource Teacher, Special Education teacher, the Speech Therapist and School Psychologist meet by grade level with teachers to communicate progress on students at the Tier II and III level or on IEP's. Support Staff also act as grade level liaisons to meet with teachers more frequently to provide support to help them develop intervention plans for other at risk students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Kimball School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Kimball School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified priority as well as supporting language arts and mathematics standards at each grade level. The identified standards have been integrated into the district standards-based report card. Formal assessment takes place at least four times per year (once at the outset, two subsequent reporting periods, and again at the end of the year) and is based on a series of comprehensive, standards based assessments. Assessments are aligned with the California Common Core Standards, iReady diagnostic system and American Reading Company's Pace assessment matrix. Site Instructional Data Teams meet regularly with on the clock release time to analyze data and create adult actions towards aligning student outcomes with proficient performance standards. Teachers are released by the Enrichment Teachers who provide instruction in the arts and physical education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

During our data teams, teachers meet to review appropriate pacing for teaching grade level material as well as for reviewing and intervening for our at-risk students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialists works with teaching staff to provide additional support for students not reading at grade level. During the pandemic, before and after school classes may resume the second part of the school year. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices. There are two monthly staff meetings that are dedicated to looking at student artifacts of an at-risk, language learner and of an average child to see where and how we can incorporate strategies that will yield the highest effect sizes according to John Hattie's research.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The staff at Kimball School recognize the importance of parent participation in the form of workshops, meetings, hours of volunteerism, parent recognition and committee participation. We know that parental support and involvement are key contributors of student success. Some of the key meetings organized prior to the pandemic are listed below:

- Early Literacy Workshops for Parents
- Families For Success
- Curriculum Nights
- Monthly Parent Meetings/ Coffee with the Principal.
- School Site Council
- English Learner Advisory Committee
- Dual Language Focus Group Meetings
- District Advisory Committee
- PTA
- Technology Courses for Parents

In addition to the services provided by the school through the regular and categorical programs, a number of schools, district, and community services are accessible for students, parents, and families to strengthen the school experience.

Kimball Elementary School has a part-time school psychologist that works two days a week. The psychologist provides such services as individual and group counseling, crisis counseling, crisis intervention, teacher consultation, home visits as necessary, family counseling, conflict resolution training, and formal academic assessment on a limited basis. The psychologist also works with students experiencing behavior problems at school (in the classroom as well as on the playground).

Prior to the pandemic, our before and after school programs provided academic tutoring and enriched learning/recreational opportunities for our students and families. Depending on availability of funding, students on academic intervention plans attend a number of intervention classes designed to accelerate learning in the areas of math and reading. Additionally, at-risk students can be referred to the District Family Resource Center for guidance with academic, social/emotional and developmental issues. The Family Resource Center provides both on-site support in the form of parenting and nutrition classes as well as referrals to a variety of community-based agencies for additional services.

Building our school community is a key factor in building a strong dual language program. Throughout the year, parents will be invited to be an integral part of the school family. While parent involvement has increased, Kimball is committed to strengthening the parent-child-school connection. Prior to the pandemic, our PTA had a strong core group of parents who sponsored Welcome Back Luaus, Fall and Spring festivals, bi-monthly book bingos, A Día del Niño celebration and many other community building opportunities for our families and community. We will continue ensuring that our parents engaged in experiences that can enhance the home-school connection.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Before and after school classes
3. iReady, STS Math, Imagine Learning, School Pace and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on student demographics.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Engagement:

- What is the process used to consult with stakeholders in the development of the plan?
Stakeholders were consulted through our school site council meetings, leadership team meetings, coffees with the principal, ELAC meetings and informally through conversations with students and staff. Following are the meeting dates where stakeholder input was sought for the 2022-2023 school year:

*School Site Council Meetings

October 21
November 18
December 9
January 20
January 15
February 17
March 17
April 21
May 19

*Coffee with the Principal Meetings

October 5
November 2
December 7
January 11
February 1
March 1
April 5
May 3

*English Language Advisory Council Meetings

November 12
December 10
January 21
February 11
March 18
April 22
May 27

- The SPSA budget as well as priorities were shared with all stakeholder groups. This included parents as well as staff members. Input was sought and included as part of the plan.
- In order for a plan to be carried out, it is important that everyone involved stand behind it and supports it. By involving everyone in the development of the plan, ensuring that everyone know that decisions were made based on data, will ensure that the plan is carried out to the fullest of potential.

Our SPSA reflects what stakeholders listed as the five major needs:

1. Support for language development (Impact Teachers)
2. Support for students to receive additional interventions (Impact Teachers & LAS)
3. Continued supports for our PBIS/MTSS plan (Counselor)
4. Opportunities for children to participate in student study trips

Resource Inequities

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

Inequities that have historically been the challenge at Kimball is the reduced budget given our ADA, as well as the lack of interest in the certificated ranks to commit to before/after school tutoring programs.

An analysis was conducted of the budget we had last year aimed at increasing services for students. We determined the following inequities:

1. An amount of dollars were allocated for after school interventions, and we noted that our data increased.

2. There was a lack of formal assessment to determine whether or not our students in our dual immersion program were making progress in Spanish language.
3. Opportunities for special needs to mainstream.
4. Funds were allocated for our after school program, however the staff did not come forward.
5. There is a need to focus more on the Next Generation Science Standards as well as more project based learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	0.3%	0.50%	0.52%	1	2	2
Asian	%	%	0%		0	0
Filipino	1.3%	3.02%	1.31%	5	12	5
Hispanic/Latino	96.3%	95.21%	96.08%	365	378	368
Pacific Islander	%	%	0%		0	0
White	0.8%	0.25%	0.26%	3	1	1
Multiple/No Response	1.3%	1.01%	1.04%	5	4	4
	Total Enrollment			379	397	383

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	28	57	88
Grade 1	68	42	45
Grade 2	64	81	36
Grade3	69	58	60
Grade 4	57	63	45
Grade 5	50	47	62
Grade 6	43	49	47
Total Enrollment	379	397	383

Conclusions based on this data:

1. Our largest population is the Hispanic/Latino student group.
2. The Hispanic/Latino student group has increased by 1% for the past three years.
3. We have a small Asian student group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	210	236	240	55.4%	59.4%	62.7%
Fluent English Proficient (FEP)	73	60	56	19.3%	15.1%	14.6%
Reclassified Fluent English Proficient (RFEP)	19			9.0%		

Conclusions based on this data:

1. Our highest population of students is our English Learner student population.
2. Ten percent of our English learners are fluent English proficient.
3. Nine percent of our English learners are reclassified fluent English proficient students.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	56		0	55		0	55		0.0	98.2	
Grade 4	57	60		0	59		0	59		0.0	98.3	
Grade 5	51	48		0	48		0	48		0.0	100.0	
Grade 6	42	50		0	49		0	49		0.0	98.0	
All Grades	219	214		0	211		0	211		0.0	98.6	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.			7.27			25.45			18.18			49.09	
Grade 4		2439.			13.56			27.12			18.64			40.68	
Grade 5		2466.			16.67			16.67			22.92			43.75	
Grade 6		2511.			14.29			28.57			34.69			22.45	
All Grades	N/A	N/A	N/A		12.80			24.64			23.22			39.34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.45			60.00			34.55	
Grade 4		8.47			62.71			28.81	
Grade 5		16.67			54.17			29.17	
Grade 6		14.29			55.10			30.61	
All Grades		10.90			58.29			30.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.27			56.36			36.36	
Grade 4		10.17			59.32			30.51	
Grade 5		16.67			45.83			37.50	
Grade 6		12.24			53.06			34.69	
All Grades		11.37			54.03			34.60	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.91			74.55			14.55	
Grade 4		5.08			74.58			20.34	
Grade 5		6.25			72.92			20.83	
Grade 6		16.33			63.27			20.41	
All Grades		9.48			71.56			18.96	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09			58.18			32.73	
Grade 4		5.08			72.88			22.03	
Grade 5		6.25			54.17			39.58	
Grade 6		8.16			79.59			12.24	
All Grades		7.11			66.35			26.54	

Conclusions based on this data:

1. Overall achievement for All students at the MET and Exceed Standard decreased between 2018-19 at 43% to 37% in 2021-22.
2. 6th grade had the greatest improvement in reading from 24% in 2018-19 to 43% in 2021-22.
3. There was minimal decrease in overall reading score for 5th grade from 35% in 2018-19 to 33% in 2021-22.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	56		0	55		0	55		0.0	98.2	
Grade 4	57	60		0	60		0	60		0.0	100.0	
Grade 5	51	48		0	48		0	48		0.0	100.0	
Grade 6	42	50		0	50		0	50		0.0	100.0	
All Grades	219	214		0	213		0	213		0.0	99.5	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2402.			10.91			27.27			21.82			40.00	
Grade 4		2441.			10.00			25.00			25.00			40.00	
Grade 5		2444.			6.25			10.42			27.08			56.25	
Grade 6		2480.			10.00			16.00			28.00			46.00	
All Grades	N/A	N/A	N/A		9.39			20.19			25.35			45.07	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.36			50.91			32.73	
Grade 4		18.33			41.67			40.00	
Grade 5		8.33			35.42			56.25	
Grade 6		12.00			36.00			52.00	
All Grades		14.08			41.31			44.60	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.09			49.09			41.82	
Grade 4		6.67			56.67			36.67	
Grade 5		4.17			47.92			47.92	
Grade 6		12.00			44.00			44.00	
All Grades		7.98			49.77			42.25	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.55			58.18			27.27	
Grade 4		15.00			51.67			33.33	
Grade 5		6.25			50.00			43.75	
Grade 6		10.00			62.00			28.00	
All Grades		11.74			55.40			32.86	

Conclusions based on this data:

1. Kimball school had a decrease for all students at the Met and Exceeding level from 61.41% in 2018-19 to 38.18% in 2021-22
2. There was an increase for Concepts and procedures in 3rd grade from 35.09% in 2018-29 to 50.91% in 2021-22 at the At or Near Standard level.
3. There was a decrease in Communicating Reasoning to support mathematical conclusions at the Above Standard level from 22.6% in 2018-219 to 11.74% in 2021-22.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1422.8	1419.4		1437.1	1424.6		1389.1	1406.6		14	30	
1	1421.9	1408.2		1435.3	1435.3		1408.1	1380.5		43	24	
2	1461.1	1470.6		1472.1	1473.6		1449.6	1466.9		36	48	
3	1495.1	1485.7		1499.8	1482.8		1490.1	1488.1		54	32	
4	1523.6	1511.3		1516.2	1507.2		1530.6	1515.0		33	42	
5	1535.0	1516.3		1530.5	1504.8		1539.1	1527.3		27	19	
6	1501.3	1509.0		1512.8	1500.0		1489.2	1517.5		12	22	
All Grades										219	217	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	10.00		42.86	40.00		28.57	33.33		14.29	16.67		14	30	
1	2.33	0.00		37.21	12.50		37.21	41.67		23.26	45.83		43	24	
2	5.56	25.00		41.67	33.33		33.33	18.75		19.44	22.92		36	48	
3	16.98	18.75		41.51	18.75		32.08	43.75		9.43	18.75		53	32	
4	27.27	14.29		33.33	47.62		33.33	30.95		6.06	7.14		33	42	
5	26.92	21.05		34.62	21.05		30.77	57.89		7.69	0.00		26	19	
6	8.33	9.09		33.33	22.73		33.33	59.09		25.00	9.09		12	22	
All Grades	14.29	15.21		38.25	30.41		33.18	36.87		14.29	17.51		217	217	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	16.67		57.14	33.33		7.14	30.00		21.43	20.00		14	30	
1	11.63	12.50		34.88	37.50		34.88	25.00		18.60	25.00		43	24	
2	25.00	35.42		41.67	31.25		27.78	16.67		5.56	16.67		36	48	
3	43.40	21.88		35.85	40.63		15.09	28.13		5.66	9.38		53	32	
4	33.33	38.10		45.45	35.71		21.21	16.67		0.00	9.52		33	42	
5	50.00	10.53		34.62	73.68		15.38	15.79		0.00	0.00		26	19	
6	33.33	22.73		41.67	45.45		16.67	22.73		8.33	9.09		12	22	
All Grades	30.88	25.35		39.63	39.63		21.66	21.66		7.83	13.36		217	217	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	3.33		14.29	46.67		64.29	36.67		14.29	13.33		14	30	
1	4.65	0.00		23.26	12.50		37.21	8.33		34.88	79.17		43	24	
2	0.00	16.67		41.67	35.42		27.78	18.75		30.56	29.17		36	48	
3	7.55	12.50		20.75	15.63		50.94	40.63		20.75	31.25		53	32	
4	18.18	4.76		30.30	30.95		33.33	42.86		18.18	21.43		33	42	
5	7.69	15.79		26.92	15.79		50.00	42.11		15.38	26.32		26	19	
6	0.00	0.00		0.00	13.64		41.67	68.18		58.33	18.18		12	22	
All Grades	6.91	8.29		25.35	26.73		41.94	35.02		25.81	29.95		217	217	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	26.67		78.57	56.67		7.14	16.67		14	30	
1	18.60	33.33		65.12	50.00		16.28	16.67		43	24	
2	22.22	25.00		66.67	58.33		11.11	16.67		36	48	
3	32.69	37.50		51.92	56.25		15.38	6.25		52	32	
4	42.42	47.62		51.52	40.48		6.06	11.90		33	42	
5	30.77	10.53		65.38	78.95		3.85	10.53		26	19	
6	16.67	13.64		58.33	77.27		25.00	9.09		12	22	
All Grades	27.31	29.95		60.65	57.14		12.04	12.90		216	217	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	3.33		71.43	70.00		21.43	26.67		14	30	
1	16.28	8.33		62.79	62.50		20.93	29.17		43	24	
2	27.78	39.58		69.44	43.75		2.78	16.67		36	48	
3	53.85	25.00		42.31	59.38		3.85	15.63		52	32	
4	38.71	38.10		58.06	50.00		3.23	11.90		31	42	
5	69.23	42.11		26.92	47.37		3.85	10.53		26	19	
6	66.67	31.82		25.00	54.55		8.33	13.64		12	22	
All Grades	39.25	28.11		52.34	54.38		8.41	17.51		214	217	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	6.67		71.43	73.33		21.43	20.00		14	30	
1	18.60	12.50		44.19	20.83		37.21	66.67		43	24	
2	11.43	16.67		54.29	54.17		34.29	29.17		35	48	
3	9.43	9.38		56.60	37.50		33.96	53.13		53	32	
4	18.18	9.52		54.55	57.14		27.27	33.33		33	42	
5	23.08	15.79		57.69	36.84		19.23	47.37		26	19	
6	0.00	0.00		25.00	31.82		75.00	68.18		12	22	
All Grades	13.89	10.60		52.78	47.47		33.33	41.94		216	217	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	46.67		57.14	50.00		14.29	3.33		14	30	
1	2.33	0.00		62.79	29.17		34.88	70.83		43	24	
2	0.00	27.08		58.33	52.08		41.67	20.83		36	48	
3	13.73	21.88		68.63	62.50		17.65	15.63		51	32	
4	24.24	26.19		69.70	57.14		6.06	16.67		33	42	
5	11.54	36.84		88.46	57.89		0.00	5.26		26	19	
6	0.00	0.00		83.33	95.45		16.67	4.55		12	22	
All Grades	10.70	23.96		68.37	56.68		20.93	19.35		215	217	

Conclusions based on this data:

1. Overall, there was an increase for All Students at level 4 and level 2 and a decrease for All students in level 1 and Level 3.
2. There was an increase in all grades for Writing domain, except for Somewhat/Moderately level for all students.
3. Reading domain had the greatest decrease in Well developed level. Reading went from 65% to 47% in the Somewhat/Moderately level for all students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
397	73.3	59.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Kimball Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	236	59.4
Foster Youth		
Homeless	57	14.4
Socioeconomically Disadvantaged	291	73.3
Students with Disabilities	44	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian		
Asian		
Filipino	12	3.0
Hispanic	378	95.2
Two or More Races	4	1.0
Pacific Islander		
White	1	0.3

Conclusions based on this data:

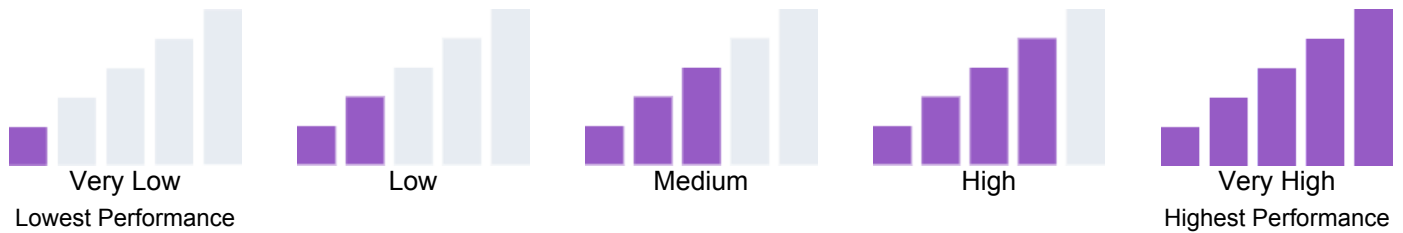
1. The majority of the student population of 378 are of Hispanic background, 95.2%. Other ethnic groups represented are Filipino at 3.0%, White at 0.3%, African American at 0.5%, and other races 1.0%
2. Although all students receive free lunch 73.3% are classified as socioeconomically disadvantaged.
3. English Learners represent 59.4% of the total population.

School and Student Performance Data

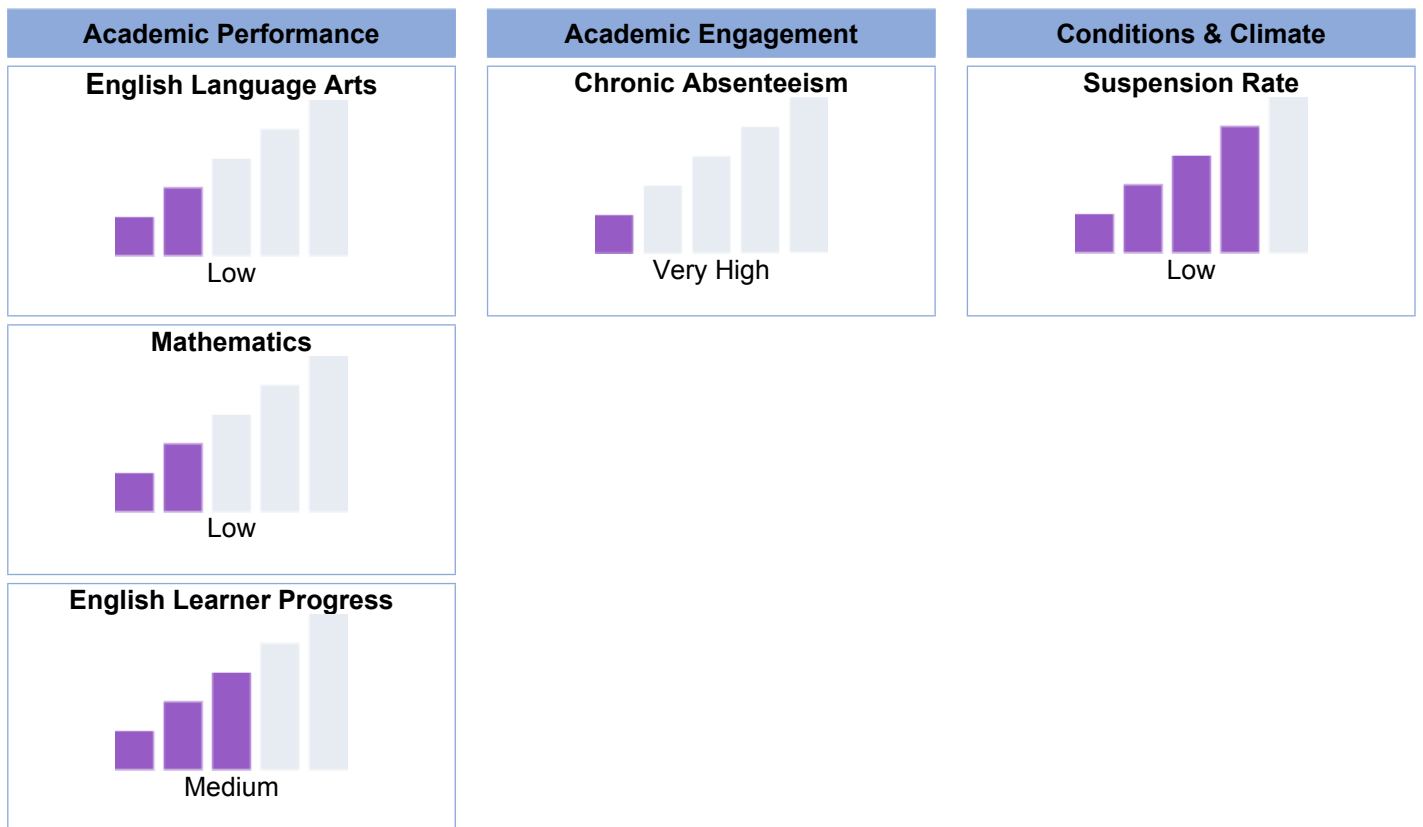
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Students at Kimball have an overall academic level of low in English Language Arts.
- In Math the overall performance is in the low making this an area to look at to see what subgroups and specific skill areas we can address.

-
-
3. Chronic absenteeism is in the very high performance level, showing an area we need to address since we know that when children do not regularly attend school, gaps in learning develop.

School and Student Performance Data

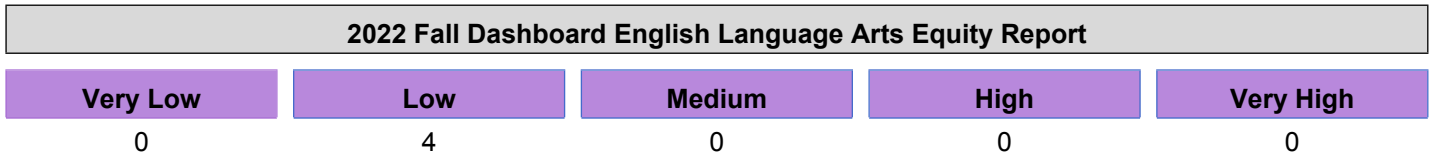
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

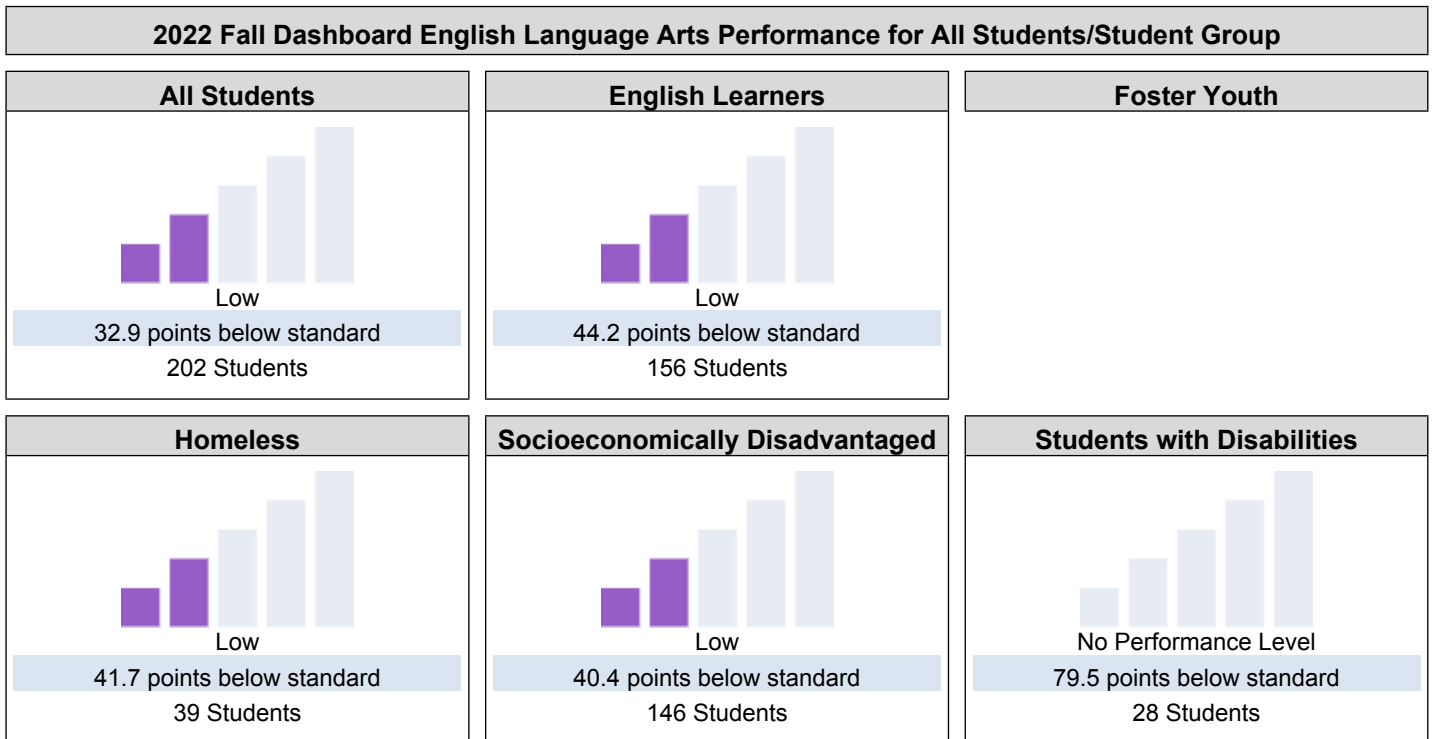
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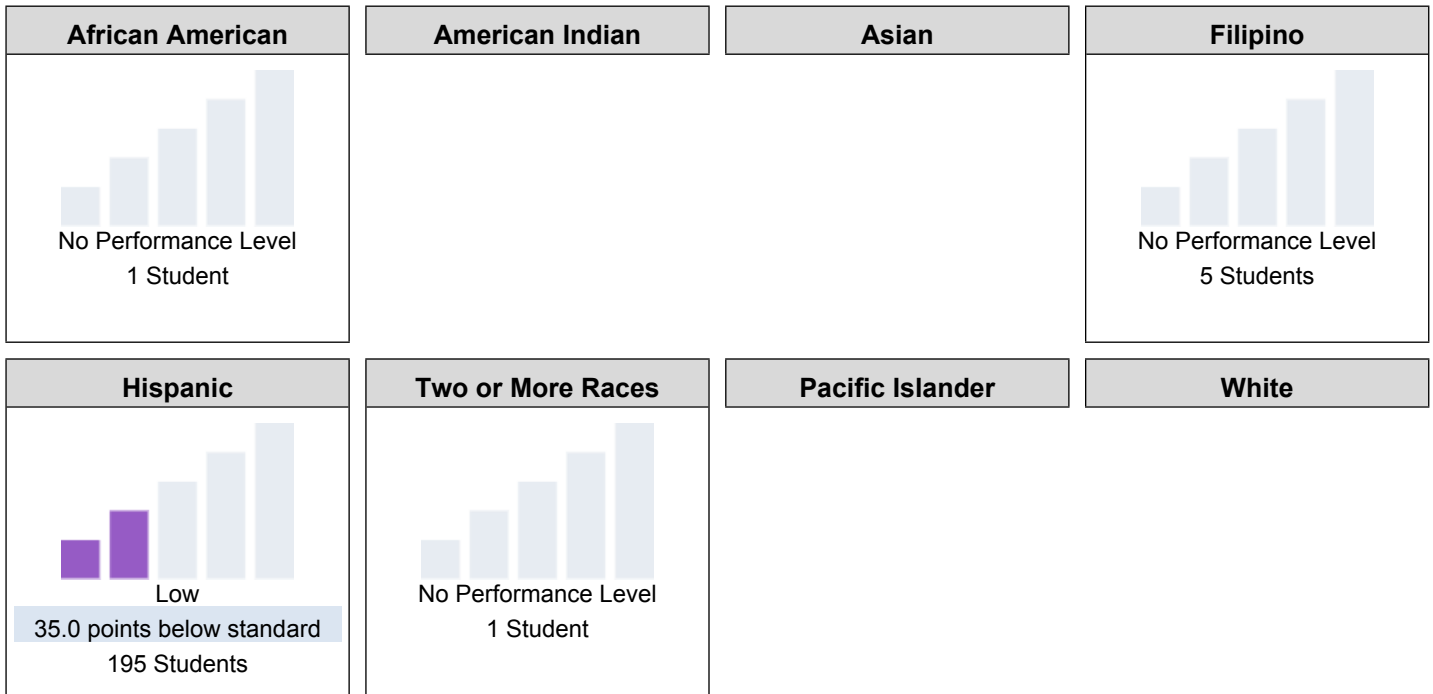
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.9 points below standard 109 Students	33.9 points above standard 47 Students	3.0 points above standard 37 Students

Conclusions based on this data:

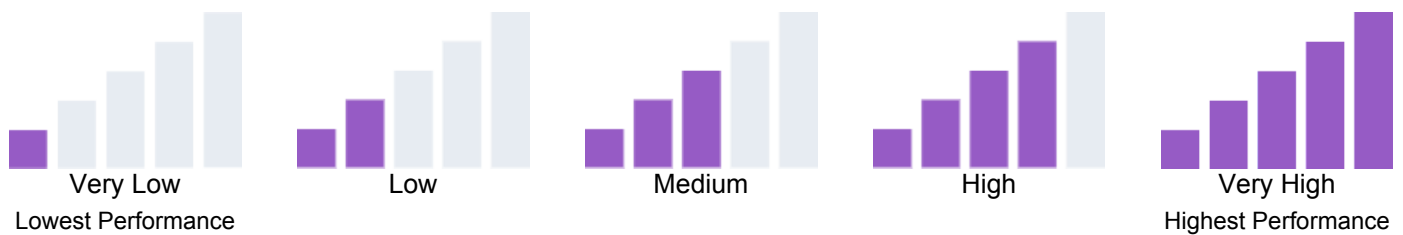
1. When we look at overall data for English Language Arts using the Dashboard all students and subgroups are in the Low performance level and maintained 32.9 below standard points.
2. Data shows that students and all subgroups on the ELA assessment are below standards.
3. Students with disabilities show no performance level but maintained 79.5 below standards points.

School and Student Performance Data

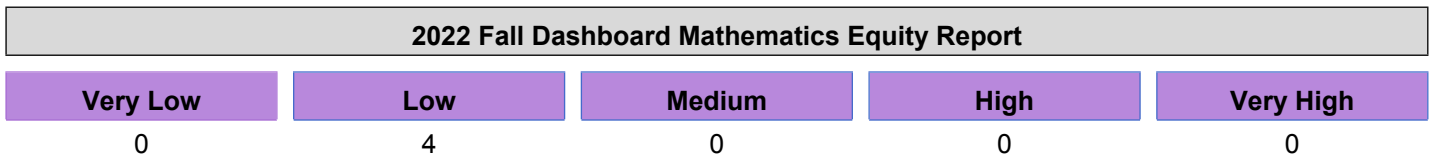
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

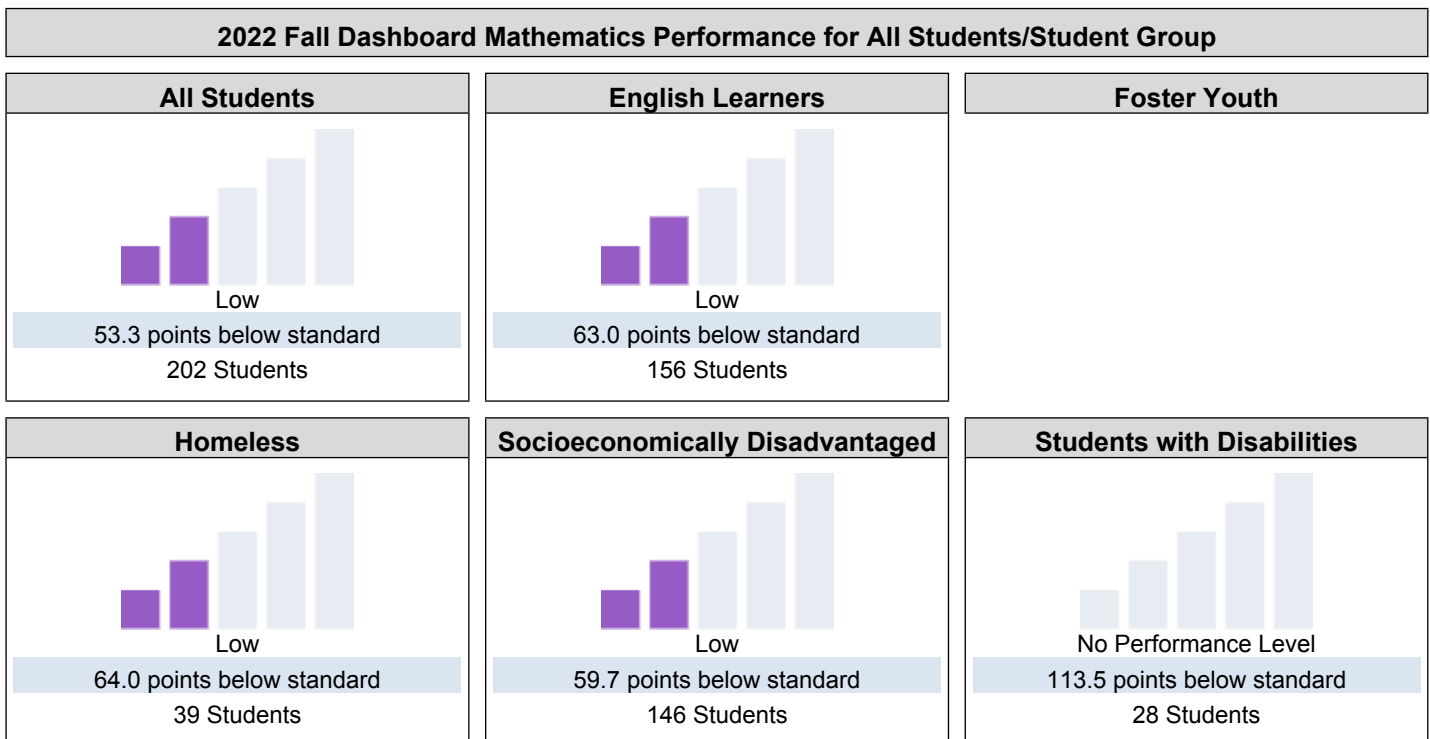
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



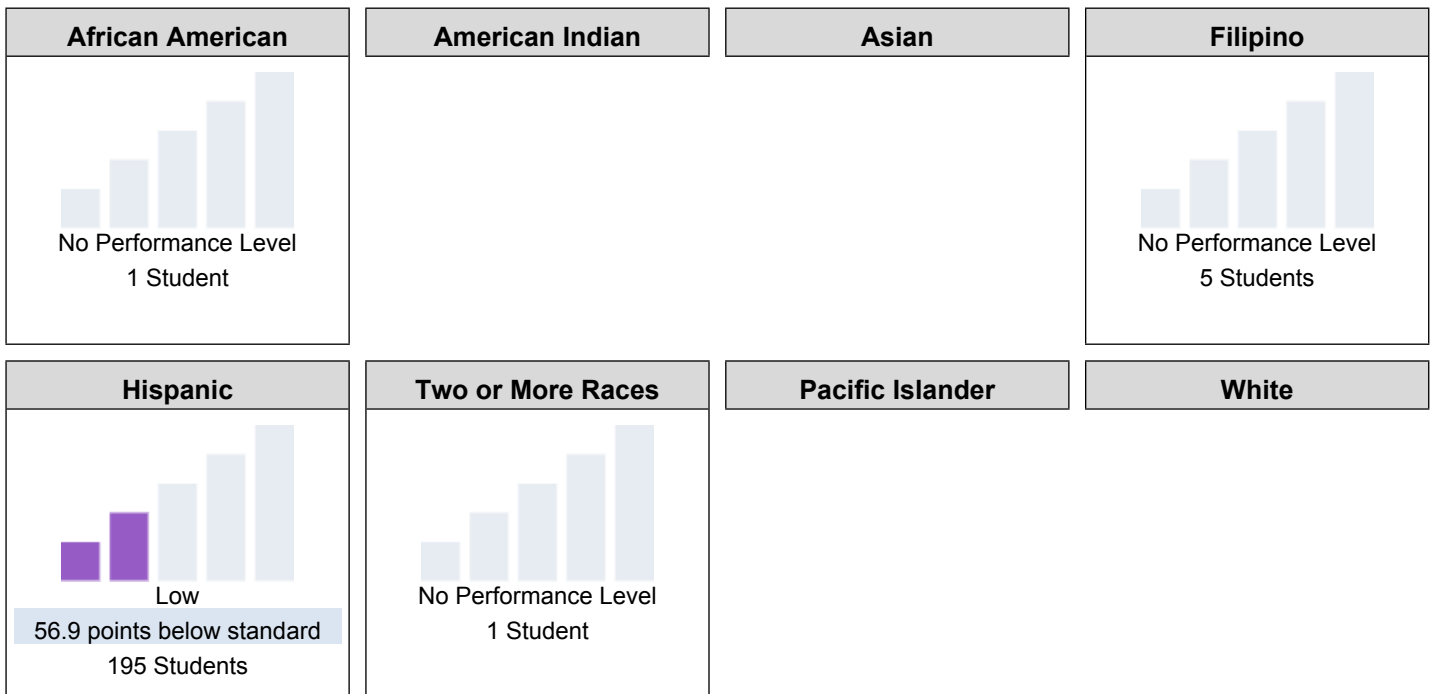
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.3 points below standard 109 Students	11.2 points below standard 47 Students	25.7 points below standard 37 Students

Conclusions based on this data:

1. Data shows that students and all subgroups on the Math assessment are below standards.
2. When we look at overall data for Mathematics using the Dashboard all students are in the Low performance level at a 53.3 points below standard.
3. Dashboard show no performance level for students with disabilities with a 113.5 points below standard.

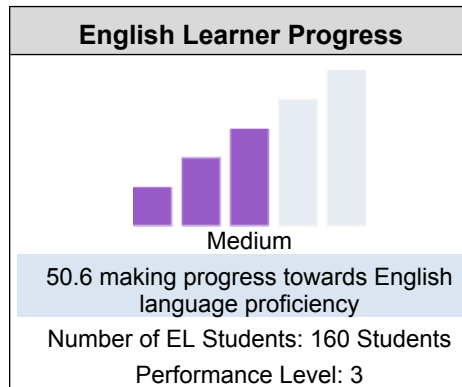
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.9%	32.5%	0.0%	50.6%

Conclusions based on this data:

1. Kimball is showing 160 English language learners. 50.6 are making progress towards English language proficiency.
2. Students are performing at the medium level.
3. Eighty - one students progressed at least one level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

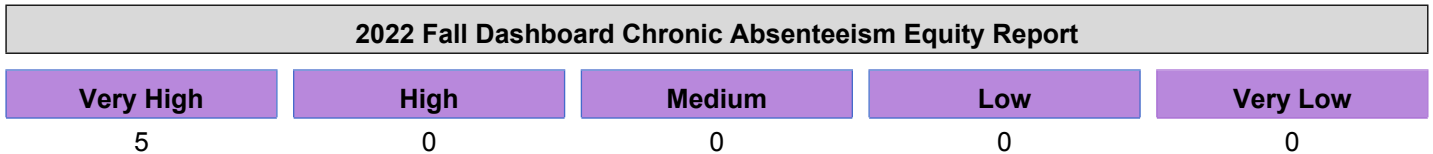
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

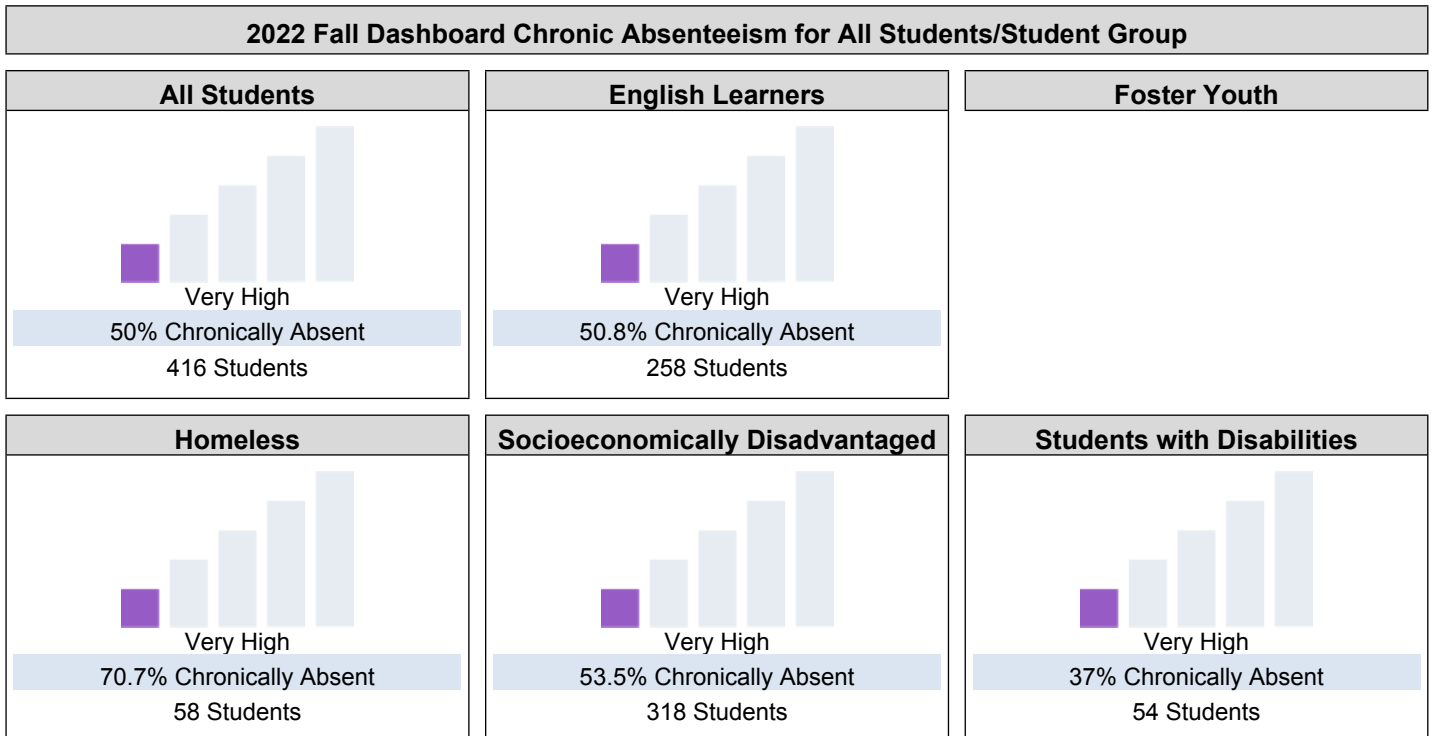
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



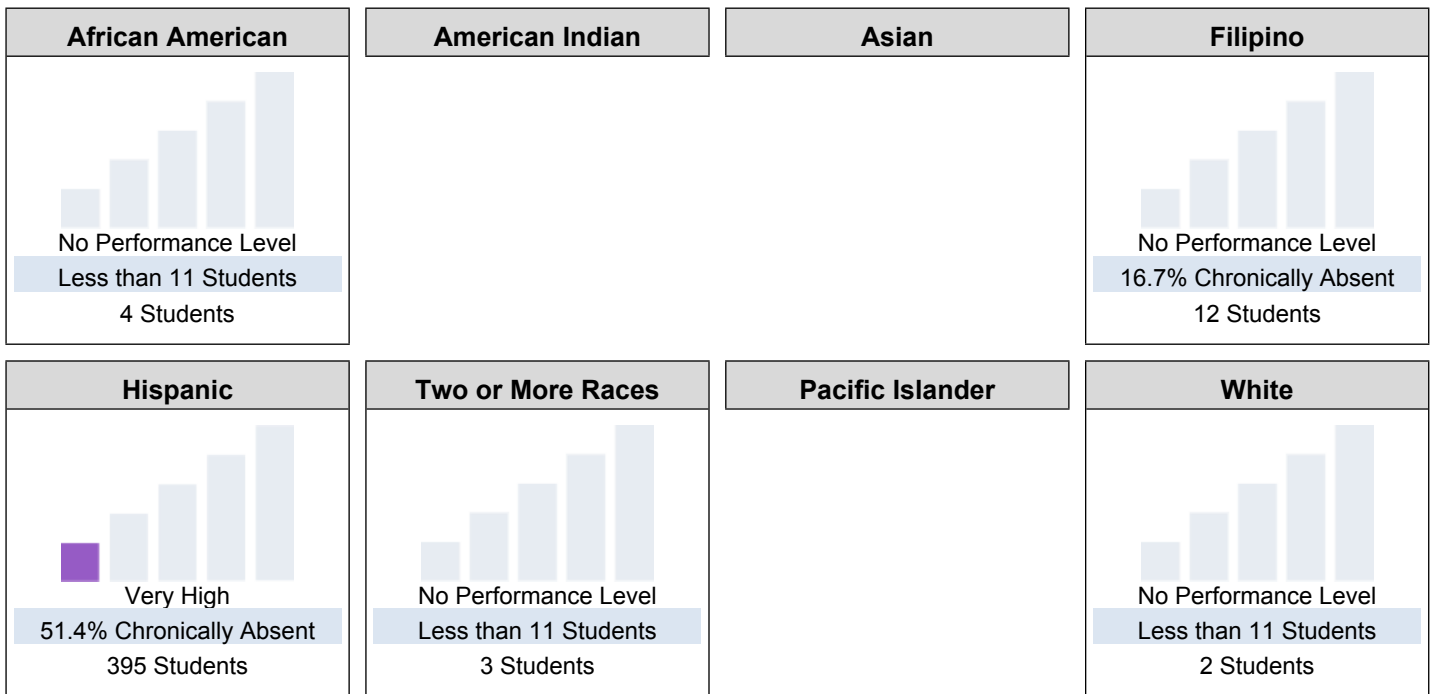
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic Absenteeism for all students is the very high performance level with a 50% chronically absent.
2. 37% of students with disabilities are reported to be chronically absent.
3. Continue to implement our academic engagement motivational strategies.

School and Student Performance Data

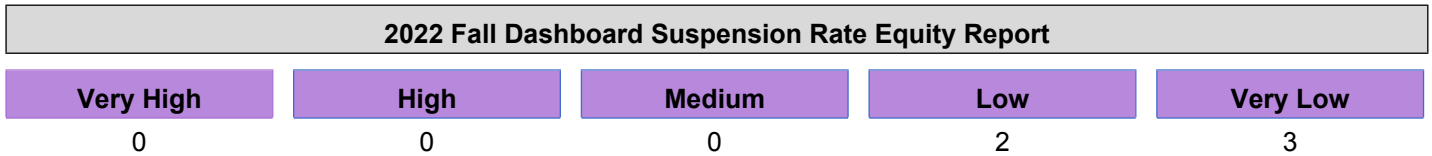
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

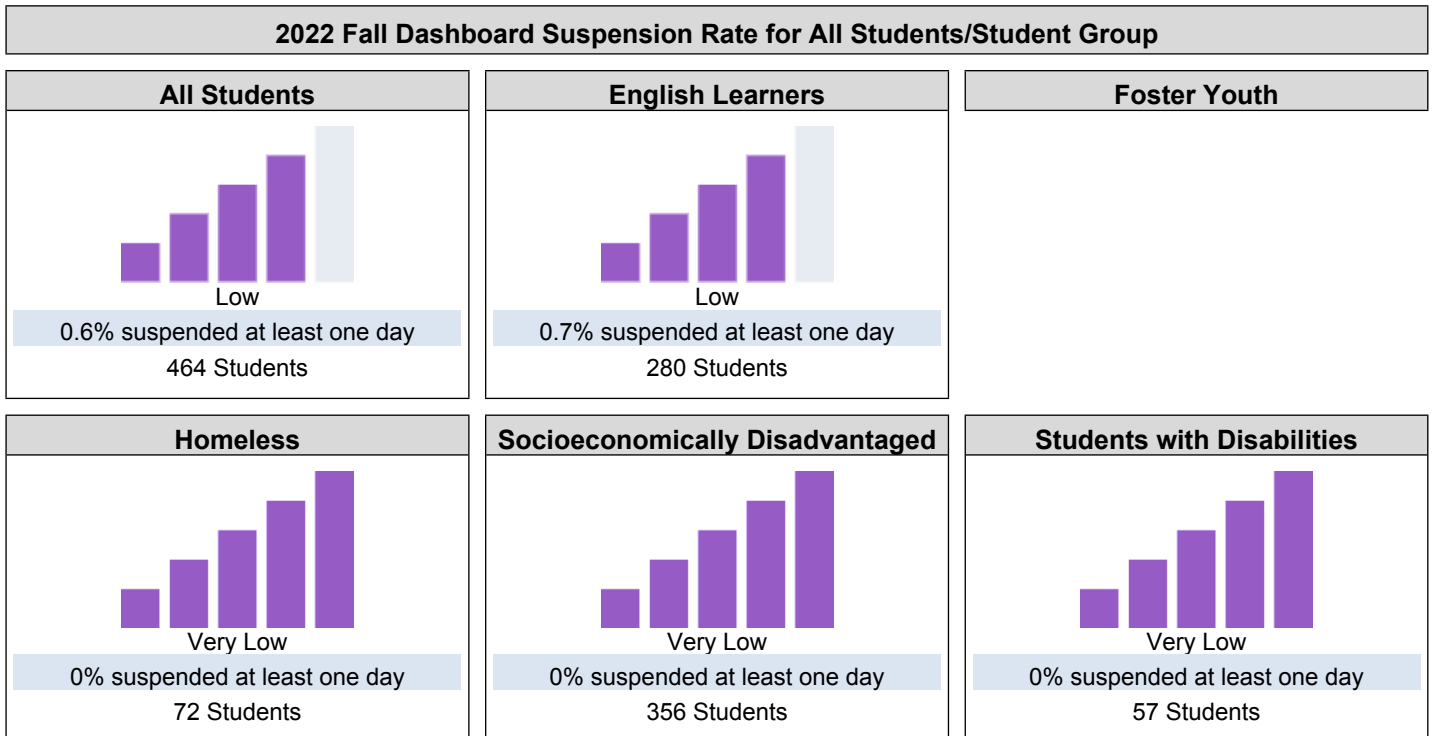
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



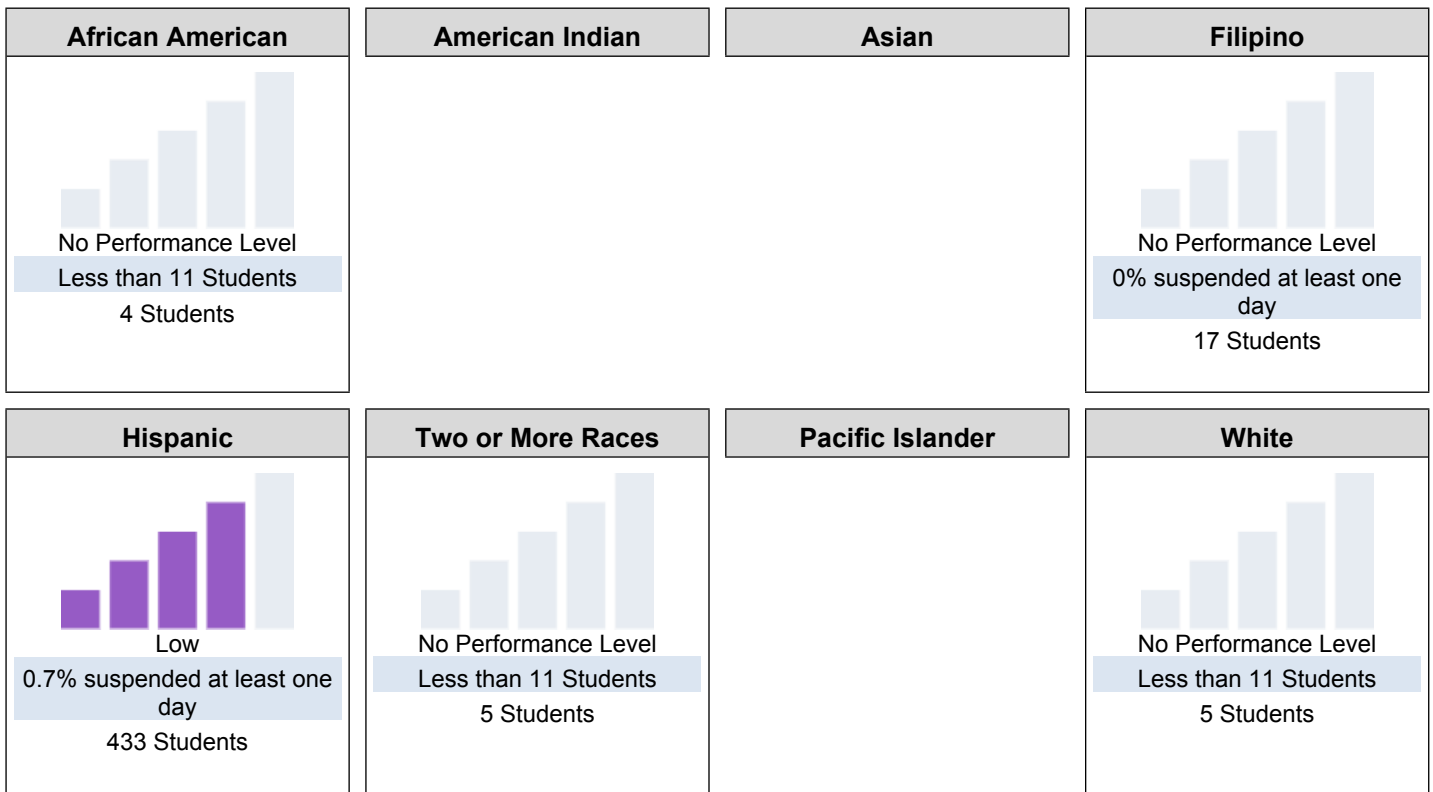
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate for all students is reported at the very low status.
2. Suspension rate for Socioeconomically Disadvantaged is reported at the very low status.
3. Continue to implement our behavior strategies to engage students in making positive decisions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to acquire English language proficiency, re-designate, and continue to achieve grade level academic expectations.

Goal 1

- A. English learner reclassification rate will increase 10% in 2022-2023
- B. The percentage of English learners performing at grade level according to iReady reading diagnostic will increase by 10%.
- C. The percentage of English learners performing at grade level according to iReady math will increase by 10%.
- D. ELPAC Overall Percentage Data will increase by 5%.
- E. Percentage of students at Meet or Exceed standard on the CAASPP will increase by 6%.

Identified Need

According to CAASPP ELA and Math Dashboard data the following is true in regards to distance from standard for our English Language Learners:

In 2022-2023 the reclassification rate at Kimball was 5.8%.

According to IReady Reading in 2021/22 3% of EL's at Kimball were identified as tier 1. In 2022/23, the percentage of EL's at tier 1 was also 3%

According to IReady Math in 2021/22 1% of EL's at Kimball were identified as tier 1 compare to 2% in 2022/23, an increase/decrease of 1%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	15% Meet or Exceeds Standards	21% Meet or Exceeds Standards
CAASPP Math EL Data	14% Meet or Exceeds Standards	20% Meet or Exceeds Standards
ELPAC Overall Data	46% Level 3-4	51 % Level 3-4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Oral Language Data	68% Level 3-4	75% Level 3-4
ELPAC Written Language Data	42% Level 3-4	55% Level 3-4
iReady ELA Data	15%	25%
iReady Math Data	6%	25%
Reclassification Data	27 students	33
Distance from standard (ELA)	-85	-65
Distance from standard (Math)	-81	-60

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

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

At Kimball School we will:

- Continue to review our data during our data teams and collaboration times to drive our instruction based on student needs
- Continue teacher development and implementation of the CA ELD standards with the Common Core math and ELA frameworks.
- Analyze effectiveness of ELD/SLD differentiation strategies by measuring student progress using multiple measures: CAASPP and iReady
- Ensure that our reclassification data is accurate and adequately reported to all stakeholders in order to analyze our programs.
- Ensure that we make speaking and writing (thinking output) a priority at Kimball as we are a dual language school.
- Ensure that our language arts specialist provides our impact teachers with materials and research based strategies to support our struggling learners across all areas of our curriculum.

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)

1047

Source(s)

LCAP
1000-1999: Certificated Personnel Salaries
Stipend for English learner liaison

10000

Title I
1000-1999: Certificated Personnel Salaries

	Teacher Extra Time for Professional Development
10000	LCAP None Specified Teacher Extra Time for Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Research indicates that differentiated instruction positively impacts student achievement when needs are targeted and specific. We will create homogeneous groups in language proficiency in English and Spanish and provide credentialed teachers to support these target groups so they are making one year's growth.

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)
53000	Title I 1000-1999: Certificated Personnel Salaries Impact teacher salary
30000	LCAP 1000-1999: Certificated Personnel Salaries Books other than textbooks

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide on site technology support for technology issues pertaining to hardware/software. Students have daily opportunities for differentiated and appropriate leveled practice in ELA and Math through technology. Imagine Learning and iReady programs provide specific learning opportunities for English learners to make growth in language, reading and math.

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)
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1047	LCAP 1000-1999: Certificated Personnel Salaries Technology liaison stipend
11000	LCAP None Specified Technology support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

A Language Arts Specialist (LAS) will provide support to English learners in the area of Language and literacy. The language Arts Specialist is highly trained in assessment and instruction in ELA and in best practices for supporting English learners. She support English learners by providing differentiated small group instruction based on student need and language proficiency level.

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)
0	LCAP 6000-6999: Capital Outlay Language Arts Specialist - District Prepaid \$

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Language Learners

Strategy/Activity

Teachers will be offered the opportunity to participate in a Dual Language Academy where they can participate in the latest research on the benefits of a dual language school for English language learners. Teachers will also be offered time off the clock to collaborate and plan lessons to meet the needs of the different levels of English learners.

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)
5000	Title I None Specified

10000

LCAP

Professional/Consulting & Operating Exp

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Teacher empowerment with regard to the English Language Arts and English Language Development California state framework will be pivotal to the overall understanding and implementation of the California common core standards.

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

Teachers will be developing and implementing a dual language master plan.

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 plan is to faithfully implement the goals. However, using iReady and PACE, we will modify our interventions based on metrics we will be monitoring throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance (English Language Arts & Mathematics) All Students

LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success. All students will actively engage in grade-level, standards-based instruction provided by high-quality teachers. Teachers will use high-leverage instructional strategies in order to improve Tier 1 instruction.

Goal 2

A. Kimball Elementary School will increase the percentage of students who Meet or Exceed Standards as measured by multiple measures including district and state assessments.

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

All students will actively engage in grade-level, standards-based instruction provided by high-quality teachers. Teachers will use high-leverage instructional strategies in order to improve Tier 1 instruction.

A. The percentage of all students performing at or above grade-level standards, according to the Fall iReady reading Diagnostic, will increase by 10% in ELA.

B. The percentage of all students performing at or above grade-level standards, according to the Fall iReady Math Diagnostic, will increase by 10% in Math.

C. Decrease CAASPP distance from standard by 5 points for ELA and Math.

Identified Need

California Dashboard data indicates the following for all students in English Language Arts and Mathematics:

ELA points below standard in 2021-2021 (32.9)

MATHEMATICS points below standard 2021-2021 (53.3)

CAASPP Smarter Balanced Detailed Assessment Reports indicate the following in English Language Arts and Mathematics:xx

ELA met/exceeded standard 2017=35.53%, 2018=38.11% (+2.58), 2019 42.93% (+4.82)

MATHEMATICS met/exceeded 2017=28.50%, 2018=27% (-1.5), 2019 37.26 (+10.26)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data (All)	37%	43%
CAASPP Math Data (All)	29%	34%
CAASPP ELA (Socio-economically Disadvantaged)	39%	44%
CAASPP Math (Socio-economically Disadvantaged)	30%	35%
iReady ELA (All)	28% Tier I	38% Tier I
iReady Math (All)	19% Tier I	29% Tier 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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with access and opportunities to engage with social studies, science topics in short stories and article format; expanding access to global themes and current events beyond our core curriculum. Increase access to authentic literacy and diverse topics.

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)

44813

Source(s)

LCAP
None Specified
Materials and supplies to enhance our dual language program

None Specified
None Specified

None Specified
None Specified

None Specified

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Each student at Kimball will receive a broad course of study. This emphasis will provide students with background knowledge and experiences that will contribute toward their achievement in ELA and Math. Additional materials and resources will be required to support instruction.

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)

20000

Source(s)

Title I
None Specified
Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use instructional software and technology resources to provide leveled texts, additional practice and differentiated instruction to support reading and math development.

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)

3000

Source(s)

LCAP
4000-4999: Books And Supplies
Cost of each license per student.

701

Title I

Other fees

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Through district initiatives and funding, Kimball School has been able to increase technology hardware and software to advance our students' learning achievements in the areas of mathematics, English/Spanish reading, writing listening and speaking. Although NSD has a robust technology department, which supports all our implementation efforts, on site and in the moment support is needed as well for the following technology:

- *iReady software-Provides actionable, intuitive data and assigns lessons to students which support them in their growth both in English Language Arts, as well as in mathematics.
- *SchoolPace-Dashboard by American Reading Company which allows teachers to monitor student and classroom growth
- *Wixie-Cloud based tool which allows students to showcase their digital projects
- *Illuminate-Student profile monitoring program for behavior as well as for student assessments
- *Discovery Education-Teachers can find digital content to inspire and motivate students
- *Thrively-Assesses students in an engaging way to find students strengths and passions
- *Google Classroom-Digital platform where students can engage in their learning with peers, teachers and parents at school or from home
- *ST Math-A visual math program that builds deep conceptual understanding of math through rigorous learning and creative problem solving
- *Imagine Español-Personalizes and accelerates grade-level reading and language proficiency in Spanish
- *GoMath-Digital tutorials which support lessons and set up problems

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)
10000	LCAP None Specified Computer Software
10000	Title I None Specified Computer Software
10000	LCAP None Specified Computers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

	LCAP 6000-6999: Capital Outlay
	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

	None Specified None Specified
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

	None Specified None Specified
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Annual Review

SPSA Year Reviewed: 2022-23

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.

*Enrichment opportunities as well as intervention supports will continue to support our students in the achievement of our goals.

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 are no major differences.

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.

Using our iReady ELA and MATH monitoring program, adjustments will be made to this goal. Through consistent monitoring and data release time, teachers will be able to prescribe lessons and interventions from or iReady program in either math or ELA depending on what our metrics reveal. Changes can be found and adjusted in the SPSA in the goals section of our plan.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned improvements in student performance with an emphasis on parent and community engagement.

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth and low income students.

Goal 3

Increase the number of parents that participate in the National School District's Parent Empowerment courses. Of these parents, a cohort of parent involvement sessions will be implemented and delivered by the parents who participate in the parent empowerment institutes.

Identified Need

There is a need for Kimball to engage parents in more ways to partner with our school in their students' education. I believe one of the positive outcomes of the pandemic, is that parents are now able to be engaged with the classroom teacher, if not directly, indirectly by monitoring their students' lessons. Interestingly enough, our most recent survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels. At Kimball we will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Partnership and engagement. Provide a coherent system of communication between parents of both the English as well as the Spanish teachers in our dual language 50/50 program. This will include a systematic way of understanding the goals and expectations for class/homework on a daily basis for each of their teachers.

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)

2000

Source(s)

LCAP
4000-4999: Books And Supplies
Cost of production of the Kimball home/school
communication homework folders

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parent empowerment opportunities for all parents whose children participate in the Kimball Dual Language Program.

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)

1283

Source(s)

Title I
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parents will receive up to date individualized assessment reports on ESGI, iReady, IRLA, ENIL and other pertinent academic progress information in easy to ready color reports on an as needed basis.

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)

2000

Source(s)

LCAP
6000-6999: Capital Outlay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide incentives for parents to attend district and school wide meetings.

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)

2000

LCAP
None Specified
Parent certificates and awards

1000

LCAP
Refreshments for meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Parent engagement is crucial to benefit the success of all students at Kimball Elementary School. Parents and students who participated in the parent empowerment institutes will come back to Kimball and share their experiences and the importance of parent empowerment.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safety and social emotional wellness

LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social-emotional learning, and positive behavior intervention to improve individualized student outcomes.

Goal 4

Provide opportunities for students to engage in equitable learning opportunities that promote safety and social-emotional wellness:

4A. NSD California Healthy Kids Survey (CHKS) 90% Students feel safe at school most of the time or all of the time on CHKS.

4B. Academic Engagement (Chronic Absenteeism) will decrease by 30%. Goal will target students with disabilities subgroup.

4C. Conditions & Climate will increase by 5% of students feel safe at school most of the time or all the time on CHKS.

4D. Physical Fitness Test will increase from 56% to 70%

4E. Kimball School will decrease the number of Tier I and Tier II interventions by 10% for grades K through 6 by implementing structured recess, PBIS strategies, Sanford Harmony social emotional curriculum and a full time counselor.

Through the implementation of our PBIS program Kimball School will sustain Platinum status as measured through the Tiered Fidelity Inventory.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2021-2022 NSD's administration of the California Healthy Kids Survey show that although 86 percent report they feel safe at school, 14 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral support for NSD students.

School attendance is a major factor in school achievement and emotional success. There is a need to support families that are struggling to get their children to school, specifically students with disabilities.

In 2022-2023, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	.5% Suspended	Maintain baseline outcome
Chronic Absenteeism	28.4%	15%
Tier 1 Behavior Referrals	48	Reduction of 10%
Tier 2 Behavior Referrals	8	Reduction of 1%
Students Survey on School Climate	90%	95%
Parent Survey on School Climate	73 parent responses	Increase 10%
PBIS Award	Platinum	Platinum
Physical Fitness Test	10%	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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Culture of Social-Emotional Wellness

Provide students with social emotional lessons every other week. Conduct referrals to outside agencies such as Care Solace, Family Resource Center and other community resources. Provide short term small group counseling sessions for students in need of this services based on the social emotional screeners administered by the classroom teachers. Conduct risk-assessments where needed and interpret data related to our school-wide discipline program. Organize, implement and update our Tiered Fidelity Inventory on a yearly basis.

Employ a school counselor to assist with the implementation of Positive Behavior Intervention Support at schools, focusing on Tier I and Tier II level referrals.

PBIS Tier I and Tier II Committee meets monthly to analyze behavioral data and best practices in efforts to improve the social emotional well-being of all students. The committee is working on developing a comprehensive systems that details interventions and steps to follow when addressing students positive behavior interventions.

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)

48000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
School's allocation for counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2 & 3 Students

Strategy/Activity

Maintain our playground equipment as wear and tear takes place. Playground equipment is utilized for our structured recess program

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)

6000

Source(s)

LCAP
6000-6999: Capital Outlay
Cost of equipment replacement

19443

Title I
None Specified

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Conduct school assemblies that celebrate students for their accomplishments

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)

3000

Source(s)

LCAP
None Specified

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Conduct staff development for classified support

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)**

2000

Title I
None Specified
professional development

2000

Title I
None Specified
clerical & office Extra time

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

Students with disabilities

Strategy/Activity

Providing detailed and timely information to parents about their child's absences and positive messaging about school can improve attendance.

Provide training, coaching, and resources for engaging in continuous improvement to support improved attendance for students with disabilities.

Attendance Incentive Program - Weekly, monthly, and every trimester, students will receive "Kimball Lion" prizes and rewards for attendance, and staff will produce attendance notes.

Preventive and Proactive Measures include: home visits for students with 4-5 absences prior to 8 days before Fall Break with Incentives for Students to check-in with School Counselor on a weekly basis and earn prizes.

Principal will oversee the Attendance Intervention Plan, and chronic absenteeism during staff meetings targeting students with disabilities.

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)
0	Title I Professional Development
0	Title I 1000-1999: Certificated Personnel Salaries School allocation for counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

0	None Specified
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

0	District funded
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Annual Review

SPSA Year Reviewed: 2022-23

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.

Student discipline has continued to be curbed in the past two years as evidenced through our illuminate data. Our positive reward system has also helped students to make positive choices in their behavior and has helped to support students.

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 are no major differences between the intended implementation and the budgeted expenditures.

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.

Using our Panorama data, teacher observation and other metrics, we will adjust our goals and strategies. Changes can be found in our goal section of our SPSA. Changes needed based on data review, will be discussed through our regularly scheduled school site council meetings

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide students access to equitable learning opportunities

LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs.

Goal 5

By the end of 2023-2024 the number of students participating in broad coarse of study will increase to 100%

Identified Need

Academic achievement is linked to a student's background knowledge and research has concluded that a broad course of study supports this need, especially for English learners. Research shows that a high levels of prior knowledge is positively related to academic success. Additionally, "more prior knowledge gives students more working memory to acquire more new knowledge to enhance their learning engagement (Sweller et al., 1998)." Historically, low income students enter school with lower levels of prior knowledge and vocabulary. Input from parent and staff indicated a continued desire to provide and expand innovative learning opportunities for students. NSD is committed to ensuring the growth of the whole child and is focused on providing access to real-world hands on experiences for students to increase prior knowledge, vocabulary and content knowledge, with a particular focus on students from low income homes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

Students to be Served by this Strategy/Activity

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

Climate Action Club, REACH, Gardening Club, Achieve3000, Tier 2 support, Enrichment, Field Trips: Living Coast, Olivewood Gardens

Strategy/Activity

Students will participate in off campus excursions such as The Living Coast, Olivewood Gardens in order to engage the students in real world learning opportunities that will help them be critical thinkers, writers and global citizens.

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)
11000	LCAP 5000-5999: Services And Other Operating Expenditures Cost of transportation to attend educational excursions
11000	Title I Field trips
3000	LCAP Admissions
3000	Title I Admissions

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

	LCAP
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Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$346,334.00

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 (\$)
Title I	\$185,427.00

Subtotal of additional federal funds included for this school: \$185,427.00

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 (\$)
	\$0.00
LCAP	\$160,907.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$160,907.00

Total of federal, state, and/or local funds for this school: \$346,334.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	160907	0.00
Title I	185427	0.00
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	160,907.00
None Specified	0.00
Title I	185,427.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	143,094.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	11,000.00
6000-6999: Capital Outlay	8,000.00
None Specified	150,539.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	14,000.00
1000-1999: Certificated Personnel Salaries	LCAP	32,094.00

4000-4999: Books And Supplies	LCAP	5,000.00
5000-5999: Services And Other Operating Expenditures	LCAP	11,000.00
6000-6999: Capital Outlay	LCAP	8,000.00
None Specified	LCAP	90,813.00
	None Specified	0.00
	Title I	14,701.00
1000-1999: Certificated Personnel Salaries	Title I	111,000.00
None Specified	Title I	59,726.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	131,094.00
Goal 2	98,514.00
Goal 3	8,283.00
Goal 4	80,443.00
Goal 5	28,000.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Francisco Lopez	Principal
Ricardo Sandoval	Classroom Teacher
Isabel Silva	Classroom Teacher
Janet Carino Ramsey	Classroom Teacher
Angela Franco	Other School Staff
Maria Wapnowski	Parent or Community Member
Maria Meza	Parent or Community Member
Lucia Reyes	Parent or Community Member
Erica Durazo	Other School Staff
Karina Morales	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 25, 2023.

Attested:



Principal, Francisco Lopez on 5/25/23



SSC Chairperson, Maria Wapnowski on 5/25/23