



# 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
Kempton Literacy Academy	37-68197-6038467	May 13, 2020	June 30, 2020

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description .....	1
Table of Contents .....	2
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations .....	4
Analysis of Current Instructional Program .....	4
Stakeholder Involvement .....	9
Resource Inequities .....	9
School and Student Performance Data .....	10
Student Enrollment .....	10
CAASPP Results .....	12
Student Population .....	16
Overall Performance .....	17
Academic Performance .....	18
Academic Engagement .....	22
Conditions & Climate .....	24
Goals, Strategies, & Proposed Expenditures .....	26
Goal 1 .....	26
Goal 2 .....	31
Goal 3 .....	36
Goal 4 .....	41
Budget Summary .....	45
Budget Summary .....	45
Other Federal, State, and Local Funds .....	45
Budgeted Funds and Expenditures in this Plan .....	46
Funds Budgeted to the School by Funding Source .....	46
Expenditures by Funding Source .....	46
Expenditures by Budget Reference .....	46
Expenditures by Budget Reference and Funding Source .....	46
Expenditures by Goal .....	46
School Site Council Membership .....	47
Recommendations and Assurances .....	48
Instructions .....	49

# 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).

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas:

- 96% Agree that school meets academic needs of their child
- 96% Satisfied with teacher's communication about child's academic needs
- 95% Feel welcome and respected in classroom and school
- 95% Report child feels safe at school
- 89% Feel school is active in preventing bullying
- 92% Satisfied with communication from school
- 88% Satisfied with level of engagement and participation related to decisions regarding their child's education

Percentages of respondents who marked satisfied on the survey met or exceed the percentages of the district in all areas except communication both at the teacher and school level. While working to increase all areas of parental satisfaction, we will be focusing on better communication in the 20-21 school year. The parent survey also showed 95% of our parents feel welcome and respected in the classroom and school, which could be attributed to our customer service focus. We will continue to work on the climate and culture of Kempton to increase this percentage next year.

Respondents expressed interest in the following parent education topics:

- Social and emotional needs of children (22 respondents)
- Ways to get involved and support their child's education (21 respondents)
- Homework help strategies (22 respondents)
- Math development strategies and the math curriculum (23 respondents)
- Bullying prevention (19 respondents)
- Reading development strategies and the language arts curriculum (26 respondents).

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include 100% of parents feel ESS is meeting their family's needs for before and after school supervision. 100% felt the ESS staff communicates and interacts positively with children and 100% feel the ESS office staff is courteous and professional when providing information.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: Communication, and bullying prevention.

## Classroom Observations

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

### Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

### Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

### District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

### Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

## 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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers at our school site are properly credentialed.

Teachers are afforded the opportunity to participate in professional development online and face-to-face that includes:

### Online Courses

- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D (5 Dimensions) Framework for High-Quality Teaching and Learning
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

### Face to Face and Blended Courses

- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

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

All staff development is focused on:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction
- Dual Language Instruction

Staff development at our school site in the 2020-21 school year will focus on Dual Language Instruction, PLC work, behavior and Social Emotional supports, and equity, all aligned with improving delivery of our state adopted standards.

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

Professional collaboration, principal observation and support, and Rtl support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

## Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

## **Opportunity and Equal Educational Access**

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)  
Positive Behavior Interventions and Supports (PBIS)  
Multi-tiered Systems of Support (MTSS)  
Restorative practice  
Equity professional development



## Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

### Funding

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

Using Title 1 funds we will provide a full time Intervention Teacher, part-time Intervention Teacher, a Social Worker for 2 days a week and a digital intervention program to support our program in 2020-21.

Parent engagement funds will be used to offer parent education and additional family support provided by a credentialed social worker.

### Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.



# Stakeholder Involvement

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

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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, April 28, 2020 Time 2:30pm
- SSC # 4 Meeting, April 29, 2020, Time 1:30pm
- SSC #5 Meeting, May 13, 2020, Time 1:30
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: April 12, 2020, 2:45pm

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

## Resource Inequities

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

From an equity perspective, the Kempton learning community has a collective legal and moral obligation to make sure that both African American and Special Education students attending Kempton Literacy Academy receive targeted intervention that result in improved learning outcomes, improved attendance at school, and improved behavior and school connectedness. The needs assessment involved the review of the Kempton's California Dashboard results and Kempton's daily attendance histories. Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest on underperforming students as demonstrated by extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring, parent education and awareness campaign, and home visits and individual referrals for school-linked services, or truancy intervention based on individual students needs (Goal 3, action 2).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	10.98%	10.05%	9.96%	45	44	49
Asian	0.73%	0.46%	0.41%	3	2	2
Filipino	1.95%	1.14%	2.03%	8	5	10
Hispanic/Latino	79.27%	80.59%	80.28%	325	353	395
Pacific Islander	0.24%	%	0%	1		0
White	2.93%	2.74%	3.46%	12	12	17
Multiple/No Response	%	%	3.86%			0
Total Enrollment				410	438	492

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	133	134	135
Grade 1	109	108	101
Grade 2	94	103	93
Grade3	74	93	99
Grade 4			64
Total Enrollment	410	438	492

### Conclusions based on this data:

1. Each year our enrollment continues to grow. The addition of a new grade level each year and our dual language program can be credited with that growth.
2. Hispanic/Latino students continue to be the largest percentage of students who attend Kempton. We offer bilingual services and a dual language program to support this large population.
3. Our African American population remains at a fairly stable 10%.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	219	240	264	53.4%	54.8%	53.7%
Fluent English Proficient (FEP)	10	19	36	2.4%	4.3%	7.3%
Reclassified Fluent English Proficient (RFEP)	1	12	8	0	5.5%	3.3%

### Conclusions based on this data:

1. Kempton traditionally has had a large population of English language learners with the dominate language being Spanish. The English Learner population remains at approximately 54% of our student population though the numbers of students grew by slightly in 2018-2019.
2. The number and percentage of students who have reclassified has fluctuated over the last three years indicating the continued need for strong support of both integrated and designated ELD instruction.

# 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 Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	72	89	81	68	87	81	68	87	96.4	95.8	97.8
All Grades	84	72	89	81	68	87	81	68	87	96.4	95.8	97.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390.	2393.	2382.	11.11	14.71	12.64	18.52	11.76	14.94	34.57	29.41	28.74	35.80	44.12	43.68
All Grades	N/A	N/A	N/A	11.11	14.71	12.64	18.52	11.76	14.94	34.57	29.41	28.74	35.80	44.12	43.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.64	13.24	13.79	45.68	45.59	44.83	45.68	41.18	41.38
All Grades	8.64	13.24	13.79	45.68	45.59	44.83	45.68	41.18	41.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	10.29	4.60	44.44	39.71	43.68	44.44	50.00	51.72
All Grades	11.11	10.29	4.60	44.44	39.71	43.68	44.44	50.00	51.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	13.24	12.64	72.84	67.65	64.37	16.05	19.12	22.99
All Grades	11.11	13.24	12.64	72.84	67.65	64.37	16.05	19.12	22.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.05	13.24	10.34	58.02	58.82	44.83	25.93	27.94	44.83
All Grades	16.05	13.24	10.34	58.02	58.82	44.83	25.93	27.94	44.83

**Conclusions based on this data:**

1. English Language Arts results indicate the need to continue our school-wide effort to strengthen Reading, Writing, Listening and Research/Inquiry skills.
2. 28.7% of students nearly met the standard. We will continue to provide intervention and support to move these students to the next level of achievement.
3. Grade level reading continues to be a school-wide focus.

# 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 Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	84	71	89	82	70	89	82	70	89	97.6	98.6	100
All Grades	84	71	89	82	70	89	82	70	89	97.6	98.6	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.	2393.	2393.	6.10	5.71	10.11	29.27	18.57	23.60	29.27	37.14	23.60	35.37	38.57	42.70
All Grades	N/A	N/A	N/A	6.10	5.71	10.11	29.27	18.57	23.60	29.27	37.14	23.60	35.37	38.57	42.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.20	10.00	19.10	41.46	40.00	31.46	46.34	50.00	49.44
All Grades	12.20	10.00	19.10	41.46	40.00	31.46	46.34	50.00	49.44

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.07	15.71	14.61	45.12	38.57	40.45	37.80	45.71	44.94
All Grades	17.07	15.71	14.61	45.12	38.57	40.45	37.80	45.71	44.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.98	10.00	13.48	63.41	51.43	43.82	25.61	38.57	42.70
All Grades	10.98	10.00	13.48	63.41	51.43	43.82	25.61	38.57	42.70

### Conclusions based on this data:

1. While we increased or maintained the percentage of students above, at or near standard in most areas, the percentage of students below standard remains in the 40th percentile .
2. These results indicate we must continue to support a strong math program for all students at Kempton in order to increase student achievement in all areas.

3. While maintaining our focus on concepts and procedures, a special focus needs to be made on both Math reasoning and problem solving.



# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>438</b>	<b>88.4</b>	<b>54.8</b>	<b>0.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	240	54.8
Foster Youth	1	0.2
Homeless	14	3.2
Socioeconomically Disadvantaged	387	88.4
Students with Disabilities	52	11.9





### Conclusions based on this data:

1. The number of homeless students increased from 6 in 2017-2018 to 14 in 2018-2019.
2. The number of English Learners grew by 21 students.
3. Socioeconomically Disadvantaged students rose by 24 students.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 46.8 points below standard Declined -5.9 points 84	 Orange 39.3 points below standard Maintained ++2 points 56	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 55 points below standard Declined -12.6 points 79	 No Performance Color 86.1 points below standard Declined -10.9 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Orange 45.2 points below standard Declined -4.7 points 73	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<b>Current English Learner</b> 49.6 points below standard Increased Significantly +24.7 points 52	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 4	<b>English Only</b> 77.2 points below standard Declined Significantly -30.5 points 26

#### Conclusions based on this data:

1. We are orange in all areas on the Dashboard, with our greatest decrease being in the socioeconomically disadvantaged group which overlaps most other groups. We will continue to provide reading intervention, and small group instruction to all student groups that score below grade level and both designated and integrated English Language Development to all second language students to increase student achievement in English Language Arts.
2. We maintained (increased by 2) with our English Learners. Our Current English Learners made a significant increase of +24.7 points.
3. All other areas saw a decrease. Our focus needs to continue to support a strong reading program and provide intervention for those students who need extra support.

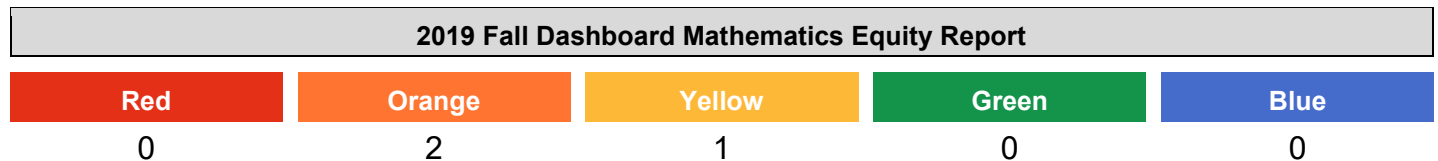
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 38.5 points below standard Increased ++3.5 points 84	<b>English Learners</b>  Orange 31.4 points below standard Maintained ++2.7 points 56	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Orange 43.7 points below standard Maintained ++1.7 points 79	<b>Students with Disabilities</b>  No Performance Color 108.6 points below standard Increased ++3.9 points 15

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 39.7 points below standard Increased ++7.4 points 73	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 38.8 points below standard Increased Significantly ++19.5 points 52	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 4	<b>English Only</b> 61.6 points below standard Declined -4.4 points 26
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#### Conclusions based on this data:

- Overall we maintained or increased in all areas of mathematics.
- Socio economically disadvantaged had the least amount of increase with 1.7 points.
- Continued focus on math strategies, number sense. We will provide a digital intervention program for the 2020-2021 school year to help support students in the areas of addition, subtraction, multiplication and division.

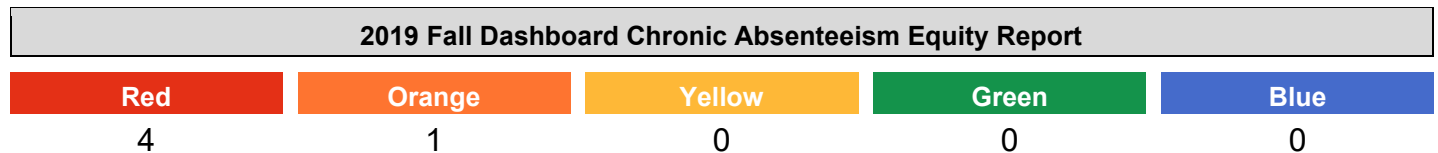
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 21.1 Declined -1 454	<b>English Learners</b>  Red 21.5 Maintained +0.2 251	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 36.8 Declined -22.2 19	<b>Socioeconomically Disadvantaged</b>  Orange 22.5 Declined -0.9 417	<b>Students with Disabilities</b>  Red 25.7 Increased +3.5 74



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 25.5 Increased +0.5 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.5 Maintained +0.3 366	 No Performance Color 18.2 Declined -11.8 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 16.7 Declined -4.8 12

#### Conclusions based on this data:

1. While overall our chronic absenteeism has decreased for all students, our African American and students with disabilities' absenteeism has increased. While some of these students overlap these two categories, attendance monitoring and intervention needs to begin earlier coupled with parent education.
2. All other populations have maintained or decreased.
3. Focus will need to be on decreasing absenteeism in all populations.

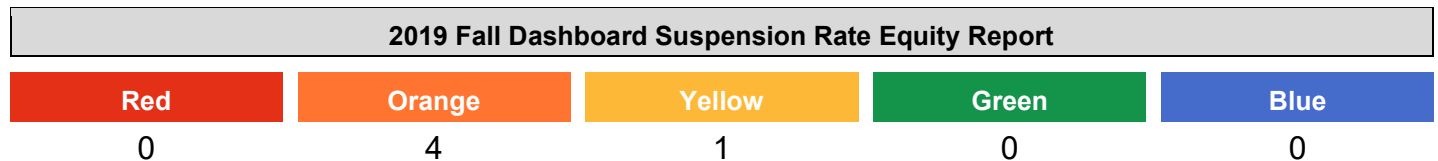
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 1.5 Maintained 0 471	<b>English Learners</b>  Orange 1.2 Increased +0.8 257	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 0 Declined -4.2 19	<b>Socioeconomically Disadvantaged</b>  Yellow 1.6 Maintained 0 432	<b>Students with Disabilities</b>  Orange 2.7 Increased +1.1 74

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 4.2 Increased +0.7 48	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Orange 1.3 Increased +0.5 382	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 22	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 0 Maintained 0 12

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	1.5

#### Conclusions based on this data:

1. The suspension rate for 2018 and 2019 remains at 1.5%
2. Suspensions of African American students, students with disabilities and Hispanic students increased slightly.
3. Many of our suspended students are counted in more than one category.

# 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 Excellence

## LEA/LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

## Goal 1

We will ensure high-quality teaching and learning in both English and Spanish, that is standards-aligned and results in mastery for each and every student.

## Identified Need

Based on our current SBAC data, only 28% of students met or exceeded standards in English Language Arts. While this is an increase of 1%, it did not meet our stated goal of 3%. Our Hispanic students, English Language Learners, and Socioeconomically disadvantaged students performance level was in orange. These groups will be provided extra supports and have access to our Intervention program as well as both integrated and designated ELD. In Math, even though we made a 9% increase in our results, we are still below where we would like our students to be.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none"><li>Students meeting standard on SBAC will increase 3%.</li></ul>	(17-18) 27% of students in grade 3 met/exceeded standard as measured by SBAC in ELA.  (18-19) 28% of students in grade 3 met/exceeded standard as measured by SBAC in ELA.	31% of students in grades 3 and 4 will meet or exceed standard as measured by SBAC ELA.
Mathematics <ul style="list-style-type: none"><li>Students meeting standard on SBAC will increase 3%.</li><li>Student groups scoring below the school average will show an increase greater than 3%.</li></ul>	(17-18) 25% of students in grade 3 met/exceeded standard as measured by SBAC in Mathematics.  (18-19) 34% of students in grades 3 met/exceeded standard as measured by SBAC in Mathematics.	37% of students in grades 3 and 4 will meet or exceed standard as measured by SBAC Mathematics.

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**

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

**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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**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**

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs will be conducted to observe analyze and calibrate evidence of high quality teaching and learning.

**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)

### 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

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

#### 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)

19,500

Title I  
5000-5999: Services And Other Operating Expenditures  
Provide release days to support teachers in deepening their understanding of essential standards, identify targets, and determine formative assessment.

### Strategy/Activity 4

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

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

While all students will benefit from many of these strategies we will specifically be targeting our Socioeconomically disadvantaged and hispanic student for reading intervention based on district reading assessment, teacher recommendation and parent input.

#### Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.

- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-5 classes receive Language Arts instruction, daily, in both English and Spanish. Students are provided tier 2 support in the target language of the classroom as indicated by individual student need. Students in grade 4, reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grade 5 reading below grade level will meet with teacher for small group reading daily. Progress in English will be monitored using Literably and in Spanish using running records.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- Designated 3rd grade teachers will participate in PACE professional learning on Icons for Depth and Complexity, and collaborate with Learning Support resource teachers for support in implementation.
- SBAC and District benchmark data will be analyzed by the intervention team to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- One full time, bilingual intervention teacher will provide intervention for those students K-5 who are 1.5 or more levels below grade level in reading.
- One part-time (35%) intervention teacher will provide intervention for those student K-5 who are 1.5 or more levels below grade level in reading.

Access to Imagine Learning Math and Español will be made available to students to provide intervention for our students struggling with basic math facts and as an equitable way to support our Spanish 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)
126,749	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher to provide Tier 3 intervention for students requiring extra support (Intervention Teacher A)
35,489	Title I 1000-1999: Certificated Personnel Salaries Part Time Intervention teacher to provide Tier 3 intervention for students requiring extra support (Intervention Teacher B)
12,223.69	Title I 5000-5999: Services And Other Operating Expenditures Imagine Learning Math and Espanol



# Annual Review

## SPSA Year Reviewed: 2019-20

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.

This year two teachers provided Tier 3 intervention to students scoring 1.5 years or more behind in reading as determined by the district reading assessment Literably. Interventions consisted of small groups of students working with one or the other intervention teacher. Students were assessed regularly to determine progress. Based on the district assessment, we saw increases in reading levels with most students in the intervention. Students who did not make desired increases were referred to the Student Support Team for further evaluation.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Due to funding issues, a decline in our overall English Language Arts SBAC scores and our need to increase Math scores in the 2020-2021 school year:

One full time bilingual intervention teacher will be employed to provide intervention to students scoring 1.5 years behind or lower and one 35% reading specialist will be employed to provide intensive intervention to our lowest readers. (Goal 1 Strategy 4)

Release time will be provided for teachers to analyze data and determine which students need tier 2 intervention in the classrooms and collaborate with team member to support those interventions. (Goal 1, Strategy 3)

Imagine Learning Math and Español will be purchased to provide additional intervention for students struggling with basic Math calculations and to provide support to our Spanish learners. (Goal 1, Strategy 4)

# 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

Closing the Achievement Gap

## LEA/LCAP Goal

LCAP Goal #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

## Goal 2

As a school committed to high levels of learning and achievement for all students, while the percentage of our Socioeconomically disadvantaged students who met or exceeded standards in ELA has steadily increased, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

## Identified Need

English Learners make up 54.8% of the population at Kempton. 44.1% made progress toward English proficiency or maintained at level 4. We are committed to providing both integrated and designated ELD with small group intervention if needed. The percentage of Socioeconomically disadvantaged students who met or exceeded standards in ELA decreased by 1% while the percentage of students in Math increased by 8%. Students with disabilities decreased in ELA and have remained the same in Math. Continued access to intervention groups and collaboration between SAI teacher and the homeroom teacher towards creating complimentary lessons that focus on Essential standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Learner Progress</p> <ul style="list-style-type: none"><li>We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.</li></ul>	<p>44.1% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).</p>	<p>47% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> <li>We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC.</li> </ul>	<p>(17-18) 25% of Socioeconomically Disadvantaged students in grade 3 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 23% of Socioeconomically Disadvantaged students in grade 3 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 24% of Socioeconomically Disadvantaged students in grade 3 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 32% of Socioeconomically Disadvantaged students in grade 3 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>28% of Socioeconomically Disadvantaged students in grade 3 and 4 will meet/exceed standard as measured by SBAC in ELA.</p> <p>35% of Socioeconomically Disadvantaged students in grade 3 and 4 will meet/exceed standard as measured by SBAC in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC.</li> </ul>	<p>(17-18) 14% of Students with Disabilities in grade 3 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 0% of Students with Disabilities in grade 3 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 8% of Students with Disabilities in grade 3 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 8% of Students with Disabilities in grade 3 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>17% of Students with Disabilities in grade 3 and 4 will meet/exceed standard as measured by SBAC in ELA.</p> <p>11% of Students with Disabilities in grade 3 and 4 will meet/exceed standard as measured by SBAC in Mathematics.</p>

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**

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.

- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

**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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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

Kempton teachers will engage in learning around equity to develop practices that support all students and change inequitable practices with the goal of increasing student achievement and closing the achievement gap for our underperforming student groups. We will be working in partnership with SDSU Garden Plot Courageous Conversations.

- Staff will participate in site-based professional development around implicit bias and gain insight into the impact of bias on teacher expectations and student achievement.
- Staff will participate in site-based professional development to explore culturally responsive pedagogy and the importance of culturally responsive curriculum and instructional materials.

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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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by student support team to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

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.

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

- Teachers provided Principal daily schedules to show when designated ELD instruction takes place.
- Students are clustered by EL performance level as determined by ELPAC for ELD instruction.
- 30 minutes of Designated English Language Development is provided to all English learners.
- A focus of increasing student talk during designated ELD. Walk throughs by the Principal revealed teachers continue to create opportunities for students to practice speaking.
- Teachers continue to receive professional development on integrated and designated ELD as well as GLAD.
- SAI teachers work collaboratively with classroom teachers to provide a continuum of services to our students with disabilities.
- Support team meets twice a month to discuss students achievement and teacher concerns. Notes from these meetings are given to all members of the team.
- Intervention teacher see students, not on IEP's, but below grade level, daily.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

We plan to maintain the current level of support in grades 1 - 4. We will include grade 5 into our intervention program as noted in Goal 1, action 4.

# 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

Student Wellness

## LEA/LCAP Goal

LCAP Goal #3 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

## Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

## Identified Need

Results of our parent survey indicate that while there is a high percentage of parents (over 90%) that feel their children feel welcome, respected and safe in the classroom, we continue to need to improve our strategies and practices especially with Spanish speaking families. Attendance continues to be an issue especially within the African American and Hispanic communities. Kempton's attendance rate is 93.73% in the 19-20 school year. More work needs to be done to stress the importance of attendance, recognition for good attendance and outreach to parents of students who are routinely absent.

The suspension performance data shows that both African American and Hispanic students score in the orange band and both groups increased this year. Restorative practices, and options to suspension will be implemented to decrease these numbers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	2020-2021 will be the first year we have 5th grade on campus. Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.	Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better	(17-18) The school attendance rate was 93.69%	The school attendance rate will increase by 0.05% to a rate of



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance rate, increasing by .05% year.	(18-19) The school attendance rate was 93.76%  (19-20) The school attendance as of January 31, 2020 was 93.73%	93.8% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 22.17% for the previous school year.  (18-19) The percentage of students with chronic absenteeism was 21.1%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 20.1% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	(17-18) 1.55% of students were suspended during the previous school year.  (18-19) 1.5% of students were suspended.	Student suspensions will decrease by .5% for an overall rate of 1% during the coming school year.

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

Character Education

- Continue implementing anti-bullying programs, and other Character Education programs.

### 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)

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

Consistent Attendance

- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Stress the importance of good attendance at ELAC, SSC and Family Reading Friday parent education.
- Conduct home visits and individual referrals for school linked services or truancy intervention based on individual students needs.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.

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)

### 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

##### Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.

Create opportunities for student leadership at all grade levels through the Leader in Me 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)

Source(s)

### 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

##### Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

#### 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: 2019-20

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 assembly focusing on anti-bullying and conflict resolution was presented by Kaiser Permanente Theater Group for 3rd and 4th grade.
- Student assembly focusing on anti-bullying and getting along was presented by the NED show for TK - 2nd grade.
- The importance of attendance was discussed at ELAC, SSC and at our Family Reading Friday program.
- Kindness Coupons are passed out by all members of Kempton community to honor anyone caught doing a kind act. Very popular with students. Will continue with this in the coming school year.
- Parent meetings were held for students with high levels of absences to ascertain reason for absences and offer resources and support.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

We plan to maintain this goal as written. No changes have been made.

# 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

Parent/Community Engagement

## LEA/LCAP Goal

LCAP Goal #3 – We will fully engage our parents, community, and staff in the education of our students.

## Goal 4

Establish meaningful partnerships with our parents to promote student success.

## Identified Need

Based on the Kempton Parent/Family Survey:

87.5% respondents felt they had opportunities to provide input into educational decisions at school.

75.3 respondents regularly attended school-sponsored parent meetings or events

83.3 respondents found parent training at school useful.

The majority of parents would like more parent education in the areas of:

Reading development strategies and the Language Arts Curriculum

Math development strategies and the Math Curriculum

Homework Help strategies

Social Emotional needs of children

Based on these results, we need to continue to provide opportunities for parents to participate and be active partners in their child/children's education.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents who regularly attend school-sponsored meetings/events is 78.6% of English respondents and 69.9% of Spanish respondents.  (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 75.3%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 80%.
Percentage of parents who agree that the school meets	(18-19) percentage of parents who agree that the school	The indicator of parent satisfaction regarding the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
the academic needs of their child as measured by the annual Parent/Family Survey	meets the academic needs of their child is 96.5% of English respondents and 93.0% of Spanish respondents.  (19-20) percentage of parents who agree that the school meets the academic needs of their child is 96%.	school meeting the academic needs of children will increase to 98%.

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

To insure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

### 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)

2,557.68

#### Source(s)

Title I Part A: Parent Involvement  
1000-1999: Certificated Personnel Salaries  
Credentialed Social Worker

## 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

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, class Dojo, student planners and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

### 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)

## 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

Community engagement

- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.

### 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: 2019-20

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.

- Kempton has a Twitter account, Facebook page and Instagram page which are used to keep parents informed of events happening on campus. Overall, we have not posted as often as hoped for but continue to improve.
- Teachers communicate with parents primarily through Class Dojo. Over 600 parents have signed in and receive messages, videos and notifications regarding their students progress, behaviors etc. This has been one of our most effective ways of communicating with parents.
- Blackboard connect is used to relay messages to parents over the phone and through email both in English and Spanish
- Family Reading Friday is an monthly event that draws over 100 parents in the morning. Parent attend a short parental information meeting which cover many varied topics from school safety to reading strategies they can use at home. Parents then go into the classroom and read with their students. One of our most attended activities.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

We plan to maintain the current level of support for this goal with the addition of a Math Curriculum night as noted in Goal 4, Activity 1. A credentialed social worker will be utilized to provide parent engagement activities.



# 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	\$196,519.37
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$196,519.37

## 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	\$193,961.69
Title I Part A: Parent Involvement	\$2,557.68

Subtotal of additional federal funds included for this school: \$196,519.37

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$196,519.37

# 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
Title I	193,961.69	0.00
Title I Part A: Parent Involvement	2,557.68	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	193,961.69
Title I Part A: Parent Involvement	2,557.68

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	164,795.68
5000-5999: Services And Other Operating Expenditures	31,723.69

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	162,238.00
5000-5999: Services And Other Operating Expenditures	Title I	31,723.69
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,557.68

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,961.69
Goal 4	2,557.68

# 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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Wendy Newmark	Principal
Veronica Chalco	Classroom Teacher
Adriana Chee	Classroom Teacher
Raquel Luna	Classroom Teacher
Michelle Sharrieff	Other School Staff
Dayana Gomez	Parent or Community Member
Tyra Fleming	Parent or Community Member
Rosa Muñoz	Parent or Community Member
Maricruz Quiñonez	Parent or Community Member
Priscilla Garcia	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 13, 2020.

Attested:



Principal, Wendy Newmark on May 13, 2020



SSC Chairperson, Tyra Fleming on May 13, 2020

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.