



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 learning community	37-68197-6038467	May 11, 2021	June 15, 2021

Purpose and Description

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

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.

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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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A parent survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :

- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Parent data indicated a desire for more support for struggling students, more printed materials, longer virtual instructional days, more consistent hours from classroom to classroom (in consideration of siblings' schedules), and a uniform Learning Management System (LMS) for teachers to use. Teacher data displayed the desire for more training and direction in providing instruction for students in the virtual model. All stakeholders shared comments about the safety needed when returning to in-person learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed 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 an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

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 and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: Dual Language, Equity, Student Engagement, Technology, Social Emotional Learning,

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online; however, when in-person learning restrictions are lifted, educators will have the opportunity to participate in face-to-face and blended professional development. Online courses have included:

- Academic Conversations 1.0
- Building Sentences for English Learners
- Google Classroom 2.0
- Increase Student Engagement, Decrease Challenging Behaviors
- Inquiry and Collaboration Techniques from a Distance
- Intro to Zoom
- Khan Academy Course Mastery for Asynchronous Math Support
- Lexia/PowerUp: Data, Instruction, Resources
- Making PDFs and Worksheets Interactive in Google Classroom
- Math in a Hybrid World
- NGSS 101: Intro to the Crosscutting Concepts
- Responding to Behavior Escalation
- Student Voice and Engagement
- Trauma and ODD: Information, Strategies, & Supports
- Write to Learn - Reflective Writing
- Zoom for Small Group Instruction

If there are in-person learning restrictions in place due to COVID-19 during the 2021-22 school year, the professional development for our educators will continue to occur online. Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

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 (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2021-22 school year will focus on Dual Language, Equity, and Student Engagement.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching provide on-going assistance and capacity building for teachers. (Response to Intervention 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 allow for 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)

Essential Standards in math and language arts provide 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 (when available), 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 our major focus to raise student achievement.

In 2021-22 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)
Harmony Social-Emotional Learning
Imagine Learning
Imagine Learning Español
Lexia /Core 5

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 federal funds (as applicable) 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)

- 2- Intervention teachers
- Release time for data analysis and instructional strategies.
- Dual Language Support
- Out of District Professional Development
- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) 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 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 at the end of each Goal.

stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, Date, March 11, 2021 Time: 6:00PM (Virtual)
- SSC Meeting #3, Date, March 16, 2021, Time 6:00 PM (Virtual) SSC # 4 Meeting May 11, 2021, Time 6:00PM (Virtual);
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: Dates, April 12, 2021 Times 2:30 PM (Virtual)

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	%	%	0%			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

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)		12	8	0	5.5%	3.3%

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	71	89	68	87	68	87	95.8	97.8
All Grades	71	89	68	87	68	87	95.8	97.8

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2393.0	2382.9	14.71	12.64	11.76	14.94	29.41	28.74	44.12	43.68
All Grades	N/A	N/A	14.71	12.64	11.76	14.94	29.41	28.74	44.12	43.68

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

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

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

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	71	89	70	89	70	89	98.6	100
All Grades	71	89	70	89	70	89	98.6	100

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2393.4	2393.3	5.71	10.11	18.57	23.60	37.14	23.60	38.57	42.70
All Grades	N/A	N/A	5.71	10.11	18.57	23.60	37.14	23.60	38.57	42.70

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	10.00	19.10	40.00	31.46	50.00	49.44
All Grades	10.00	19.10	40.00	31.46	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	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	15.71	14.61	38.57	40.45	45.71	44.94
All Grades	15.71	14.61	38.57	40.45	45.71	44.94

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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1436.4	1449.8	1442.4	1456.9	1421.9	1432.7	68	68
Grade 1	1463.8	1463.5	1457.8	1485.3	1469.2	1441.1	54	53
Grade 2	1491.4	1496.9	1491.2	1500.0	1491.1	1493.3	59	58
Grade 3	1475.8	1495.1	1459.0	1487.1	1492.3	1502.6	25	55
All Grades							206	234

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	22.06	30.88	55.88	22.06	17.65	*	4.41	68	68
1	37.04	15.09	35.19	47.17	*	28.30	*	9.43	54	53
2	52.54	20.69	32.20	48.28	*	25.86	*	5.17	59	58
3	*	16.36	*	36.36	52.00	32.73	*	14.55	25	55
All Grades	38.83	18.80	31.55	47.44	19.90	25.64	9.71	8.12	206	234

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	39.71	33.82	38.24	17.65	16.18	*	5.88	68	68
1	42.59	37.74	31.48	47.17	20.37	9.43	*	5.66	54	53
2	71.19	36.21	18.64	37.93	*	22.41	*	3.45	59	58
3	*	29.09	*	34.55	*	21.82	*	14.55	25	55
All Grades	46.12	35.90	28.64	39.32	16.99	17.52	8.25	7.26	206	234

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.24	17.65	23.53	39.71	32.35	39.71	*	2.94	68	68
1	33.33	9.43	33.33	30.19	*	41.51	24.07	18.87	54	53
2	35.59	10.34	28.81	46.55	20.34	27.59	*	15.52	59	58
3		7.27	*	34.55	48.00	41.82	*	16.36	25	55
All Grades	31.55	11.54	27.18	38.03	24.76	37.61	16.50	12.82	206	234

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	60.29	23.53	35.29	69.12	*	7.35	68		68
1	53.70	69.81	44.44	26.42	*	3.77	54		53
2	67.80	25.86	28.81	70.69	*	3.45	59		58
3	*	16.36	56.00	63.64	*	20.00	25		55
All Grades	56.31	32.91	38.35	58.55	5.34	8.55	206		234

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	36.76	47.06	45.59	44.12	17.65	8.82	68		68
1	33.33	22.64	51.85	69.81	*	7.55	54		53
2	69.49	46.55	23.73	48.28	*	5.17	59		58
3	*	50.91	60.00	36.36	*	12.73	25		55
All Grades	42.23	42.31	42.72	49.15	15.05	8.55	206		234

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	26.47	7.35	69.12	91.18	*	1.47	68		68
1	40.74	24.53	40.74	54.72	*	20.75	54		53
2	37.29	8.62	45.76	79.31	*	12.07	59		58
3		3.64	60.00	70.91	*	25.45	25		55
All Grades	30.10	10.68	53.88	75.21	16.02	14.10	206		234

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.29	57.35	30.88	36.76	*	5.88	68	68
1	29.63	3.77	46.30	69.81	24.07	26.42	54	53
2	35.59	17.24	55.93	65.52	*	17.24	59	58
3	*	18.18	72.00	74.55	*	7.27	25	55
All Grades	38.83	26.07	47.09	60.26	14.08	13.68	206	234

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 Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

LCAP Goal #3 - Equip

We will equip our students with the tools necessary to realize their fullest potential.

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

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. As a result of Covid 19 school closures, students data collection has been difficult and at times sporadic. Of the 570 students enrolled, 442 were tested. We saw a decrease in overall reading levels for the first trimester of 2020 with only 29.6% of students' meeting or exceeding grade level. Also, 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">Students meeting standard on SBAC will increase 3%.Students performing at or above grade level on i-Ready will increase 3%.Student groups scoring below the school average will show an increase greater than 3%.	(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. (19-20) SBAC data is not available due to the suspension of state testing.	31% of students in grades 3 and 4 will meet or exceed standard as measured by SBAC ELA. 25% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(20-21) 19.75% of students performed at or above grade level as measured by i-Ready in ELA.	
Mathematics <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Students performing at or above grade level on i-Ready will increase 3%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(17-18) 25% of students in grade 3 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 34% of students in grades 3 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 6.74% of students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>37% of students in grades 3 and 4 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>20% of students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	29.6% of students are reading at grade level at the end of Trimester 1.	32% of students will be reading at grade level at the end of Trimester 1.

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.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate 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)

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

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)

Title I
None Specified

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 students 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.
- 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 (80%) intervention teacher will provide intervention for those student K-5 who are 1.5 or more levels below grade level in reading.
- After school tutoring and enrichment programs will be offered to provide extra help in both 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)
130,551.00	Title I 1000-1999: Certificated Personnel Salaries Intervention teacher to provide Tier 3 intervention for students requiring extra support (Intervention Teacher A)
104,440.80	Title I 1000-1999: Certificated Personnel Salaries Part Time Intervention teacher to provide Tier 3 intervention for students requiring extra support (Intervention Teacher B)
4,757.62	Title I 5000-5999: Services And Other Operating Expenditures After school tutorial program

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)
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Annual Review

SPSA Year Reviewed: 2020-21

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.

As a result of Covid 19 school closures, the implementation of our intervention program was adjusted to provide instruction using the online resources Lexia and Imagine Learning Español and Zoom sessions. Student data was analyzed by the intervention team. Students who were below grade level in reading as determined by Literably for English and running records for Spanish, were

grouped together based on level of reading. Students were contacted via Class Dojo, Blackboard Connect and US Mail and invited to participate in an intervention class. Classes were offered after the classroom Zoom was finished. Overall, in Reading, we saw a drop in the percentage of students who met or exceeded grade level from last year to this year. Percentages dropped from 48% to 29%. We attribute this decline to the difficulties encountered in the Covid 19 school closures and subsequent difficulties of distance learning .

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

In a traditional school year, instruction and intervention would be offered during the school day. Students would already be on campus and have no reason not to attend. In our current situation, we have had difficulties administering the reading test to determine accurate levels. Students don't stay on line for assessment, don't show up at all, or do not return for the next level of testing required to determine accurate levels. Students who are invited to intervention do not attend or attend sporadically. Overall, we have seen that those students who do attend regularly to both classroom instruction and intervention are making progress based on their advancement in both Lexia and Imagine Learning Español.

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.

As a result of schools closing in March of 2020 due to Covid 19, we have seen a marked decline in our reading scores. To support students who will need to accelerate their learning we will keep the goal as written with the following expenditures:

- One full time bilingual intervention teacher will be employed to provide intervention to students scoring 1.5 years behind or lower and one 80% 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 members to support those interventions. (Goal 1, Strategy 3)
- Teacher led after school tutoring will be offered to provide support in Reading and Math to help counter learning loss due to school closures.(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 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. Our achievement data reveals discrepancies amongst different groups. English learners make up 53% of the population at Kempton while 84.98% of students are Socio-economically disadvantaged. As a result of school closures, sporadic attendance in distance learning, and other factors related to distance learning, 9.1% of EL's increased one level, 68.2% maintained their level, and 22.7% decreased one level or more. 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. Overall, based on reading assessments given in the first trimester of 2020, only 29.6% of our students met or exceeded grade level in reading. 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
English Learner Progress <ul style="list-style-type: none">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	44.1% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	47% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
by the ELPAC and the 6 levels of the English Learner Progress Indicator.		
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics 	<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>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 16.08% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 5.81% of Socioeconomically Disadvantaged students performed at or above grade</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>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 25% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 15% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level as measured by i-Ready in Mathematics.	
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics. 	<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>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 4.55% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 5.88% of Students with Disabilities performed at or above grade level as measured by i-Ready 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> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 10% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 10% of Students with Disabilities will perform at or above grade level as measured by i-Ready 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 Teacher 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 (Elementary Schools only).
- 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. of the new school year.
- 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)

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.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate 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)

Source(s)

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).
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate 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)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to Covid 19 restrictions, classes were conducted through Zoom.

- Teachers provided Principal with daily schedule to show when designated ELD instruction takes place in their Zoom classes
- Students were clustered by EL performance levels as determined by their 2019 / 2020 ELPAC scores and by district ELD benchmark scores.
- All English learners were provided with 30 minutes or more of Designated English Language Development .
- There was a focus of increasing talk during designated ELD.
- Principal joined Zoom classes at designated ELD times and observed opportunities for student talk and focus ELD instruction.
- SAI teachers worked with classroom teachers to support ELD and provide continuity of instruction for our students with disabilities.
- Support team met twice a month via Zoom, to discuss student achievement and teacher concerns.
- Intervention teachers met with student via Zoom to provide additional support to those student below grade level who do not have an IEP

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 - 6 We will include grade 6 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 #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

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 was 95.24% in the 19-20 school year with chronic absenteeism was at 19.22% We saw a marked decrease in attendance during distance learning in the 2020-2021 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 rate at Kempton for the 2019-2020 school year was .71%, a decrease from the previous year. No students were suspended in the 2020-2021 school year. Restorative practices, and options to suspension will be implemented to decrease these numbers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are: Culture/Climate - 60.3 % Growth Mindset - 79.3% Self-Management - 74.1% Self-Efficacy - 65.5% Social Awareness - 56.9%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - Baseline % + at least 1% Growth Mindset - Baseline % + at least 1% Self-Management - Baseline % + at least 1% Self-Efficacy - Baseline % + at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Social Awareness - Baseline % + at least 1%
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% each year.	<p>(17-18) The school attendance rate was 93.69%</p> <p>(18-19) The school attendance rate was 93.76%</p> <p>(19-20) The school attendance as of January 31, 2020 was 93.73%. By the end of the 19-20 school year, the school attendance rate was 95.25%.</p>	The school attendance rate will increase by 0.05% to a rate of 95.30% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 22.17% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 21.1%.</p> <p>(19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level.</p> <p>District data shows that the chronic absentee rate at our site was 19.22%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 18.22% 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.	<p>(17-18) 1.55% of students were suspended during the previous school year.</p> <p>(18-19) 1.5% of students were suspended.</p> <p>(19-20) .71% of students were suspended.</p>	Student suspensions will decrease by .5% for an overall rate of .66% 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: 2020-21

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.

Goal #3 has been greatly impacted by Covid 19 restrictions and school closures. School attendance has decreased significantly.

- Teachers created a safe, inviting online environment for students and parents.
- Attention to attendance issues was tiered and the district attendance/engagement matrix was followed.
- Excessive absences were addressed through district letters, phone calls and home visits.
- Students with exceptionally high amount of absences were offered an opportunity to zoom at school.
- Stressed the importance of good attendance at ELAC, SSC and parent informational meetings.
- Put systems into place to contact and work with parents of chronically absent students.
- Conducted parent meetings for foster students within 30 days of enrollment to collect information, identify students needs, determine educational rights and ensure access to interventions in a timely manner using an SST format.
- Focused on positive behavior interventions,

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 #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Engagement of our parents is valued and critical to our school's success. Due to Covid 19 restrictions, there were fewer offerings of parent education this past year and all meetings were held through Zoom. Parent attendance to these meetings has decreased yet based on past surveys parents are interested in more opportunities for input into educational decisions and parent training.

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.

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. 193 parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 95%

This school has high expectations for all students. 95%

- Overall Support for Academic Learning 95%

I feel welcome to participate at this school. 91%
 School staff treats me with respect. 98%
 School staff takes my concerns seriously. 92%
 School staff welcomes my suggestions. 85%
 School staff responds to my needs in a timely manner. 92%
 School staff is helpful. 97%
 My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 97%
 My child feels welcome at school. 98 %
 • Overall Sense of Community 94%

This school clearly informs students what would happen if they break school rules. 94%
 At this school, discipline is fair. 87%
 My child is safe on school grounds. 94%
 • Overall Sense of Safety 92%

A review of data indicates that our efforts in these areas have been successful. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that school welcomes their suggestions as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree school welcomes their suggestions is 85%	The percentage of parents who agree school welcomes their suggestions will increase to 90%.
Percentage of parents who feel welcome to participate at the school as measured by the annual Parent/Family Survey	(20-21) percentage of parents who feel welcome to participate at the school is 91%.	The percentage of parents who feel welcome to participate at the school will increase to 95% .

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)

3109.02

Source(s)

Title I Part A: Parent Involvement
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

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: 2020-21

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.

- Worked with District staff to provide training for ELAC and SSC.
- Worked with District staff to determine and implement best practices in parent education.
- Placed parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Communicated with parents regularly via Class Dojo, Zoom and Blackboard connect, 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 meetings. Provide translation of written materials when indicated.

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.

Overall while many activities were canceled due to Covid 19 quarantine guidelines, teachers' outreach to parents continues to be effective.

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

Due to Covid Quarantine restrictions, monthly parent workshops and our yearly curriculum night were canceled.

Credentialed Social Worker was hired and paid by the district.

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. We will increase the number of days our social worker is on campus from one to three days 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	\$242,858.44
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$242,858.44

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	\$239,749.42
Title I Part A: Parent Involvement	\$3,109.02

Subtotal of additional federal funds included for this school: \$242,858.44

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: \$242,858.44

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	239,749.42	0.00
Title I Part A: Parent Involvement	3109.02	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	239,749.42
Title I Part A: Parent Involvement	3,109.02

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	234,991.80
5000-5999: Services And Other Operating Expenditures	4,757.62
None Specified	3,109.02

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	234,991.80
5000-5999: Services And Other Operating Expenditures	Title I	4,757.62
None Specified	Title I Part A: Parent Involvement	3,109.02

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	239,749.42

Goal 4

3,109.02

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
Donniell Wilkins	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 11, 2021.

Attested:



Principal, Wendy Newmark on May 11, 2021



SSC Chairperson, Donniell Wilkins on May 11, 2021