School Year: **2022-23**

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
Kettleman City Elementary School	16-73932-6010573	06.02.22	June 17, 2021-January 13, 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
The purpose of this plan is to align Title funds with the goals outlined in the district's Local Control and Accountability Plan.

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.

Reef Sunset Unified has worked to align district and school plans, which support all local, state and federally funded programs. We have provided site leadership with professional development to support implementation for aligning programs and resources. Our district and schools have four goals. Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction. This goal is connected to state priorities: 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Pupil Access) and 8 (Other Pupil Outcomes). Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

This goal is aligned to State Priorities: 1 (Basic Services), 5 (Pupil Engagement) and 6 (School Climate). Goal 3: The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships. We have worked to better align programs to increase positive outcomes for the students, parents, staff and communities we serve. Kettleman City Elementary School is a TK-8 rural school with a current population of 226 students, 12 certificated staff and 21 classified staff members. Our school is located approximately 20 miles from the district office and other school sites. Our school mission is "We commit to developing confident and resilient lifelong learners by providing rigorous, collaborative instruction and supporting our students to always give their best effort, in a safe and caring environment." Our team also strives to develop technologically literate students, who have a focus on college and career readiness skills, such as good communication and problem solving.

By adhering to district guidelines, shared research based instructional practices, progress monitoring tools and assessments, the team at Kettleman City Elementary works diligently to fulfill all requirements by ESSA. Additionally, by infusing our school mission and vision statements with 21st Century Learning Skills, it helps us to better prepare our students for college and career readiness and real world applications of said skills for life beyond high school. The students at KCES may be taught this academic year in accordance with our district Distance Learning Plan, due to the pandemic COVID 19 or be returning to a traditional school in-person environment, depending on guidance from the CDC and county. Teachers will strive to provide a rigorous and engaging virtual classroom environment, focusing on essential standards, and using student progress monitoring tools to track student learning, attendance and engagement.

This document is aligned to the 2021-2022 LCAP plan for the district. The SSC reviewed the Learning Continuity and Attendance Plan and therefore this plan will be aligned to that plan, as well.

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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).

The District uses a safe schools survey for the students administered biyearly. The district also has an LCAP survey that is offered to all stakeholders to determine need. There was also a Healthy Kids survey shared with parents to garner additional feedback. .   The 2022-2023 SPSA is aligned to the district 2021-2022 LCAP. SSC also reviewed the Learning Continuity and Attendance Plan (LCP) surveys, therefore, the SPSA is aligned to that plan as well. Parents provided feedback at KCES for our site goals for the 2022-2023 school year; this feedback indicated our parents would like to see a reestablishment of annual field trips and extended learning opportunities(intervention, tutoring, Saturday School) to help improve student achievement. Additionally, parents would like to have the sports programs to continue to receive support, as well as additional reading books added to the classrooms.
COVID school closures survey- Parents, students, community members, staff
LCP survey-   Parents, students, community members, staff
Distance Learning and Continuity Survey- teachers
Needs Assessment Survey- Parents, students, community members, staff
Stakeholder engagement and LCAP activities and SPSA activities will continue to be enhanced through our District Community Engagement Coordinator. District Foodservice issues are being addressed by reconstructing the menu planning process. The data from the survey also show that basic services continue to be a theme for stakeholder groups. KCES continues to reflect a need for a continuation of additional nursing services and counseling.

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

Administration conducts weekly observations by walking through classroom to observe teaching and learning. Feedback is provided to teachers immediately to recognize sound instructional practices and to offer suggestions and guidance for improvement. Weekly lesson plans are also shared to Google Drive so that administration are able to review plans and provide feedback to teaching staff. The principal provides the teachers with timely and constructive feedback, especially on instructional practices. It is a ongoing site goal that differentiation of instruction strategies utilized in the classroom are based on the needs of our students, with particular regard for those classified as EL and/or at risk students.

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)

To obtain accurate and valid measures of educational progress in order to modify and improve student achievement, Kettleman City Elementary School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments, in a traditional setting, include teacher tests, classroom observation, report card grades, district benchmark assessments, and results of standardized tests. KCES staff use ELPAC, STAR, and embedded assessments within the curriculum to monitor progress, modify instruction, and improve student achievement.

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

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.
- Utilization of STAR data, as well as data from Renaissance Reading, OG, My Math, Reading Wonders are used to monitor curriculum based assessments, facilitate PLC discussions, and progress monitor English Learners and at risk students.
- Instructional decisions and modifications will be made as we consider data from formative assessments, including classroom assessments, STAR benchmarks and data through EADMS reports.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and alignment of staff development to standards, assessed student performance and professional needs:
- All teachers fully credentialed and appropriately assigned.
- 100% of Teachers are approved/certificated to teach English Learners
- Staff development topics align to state standards in ELA, Math, ELD, NGSS, and Technology.
- Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Integrated and Designated ELD, and Technology.
- Professional needs of staff have prompted other specialized training; Such as: Reading Wonders, Kagan Strategies and Designated ELD.

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

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional strategy coaches):
The Reef-Sunset U.S.D. Curriculum and Instruction Department currently works in partnership with Kings County Office of Education and Fresno County Office of Education by providing Academic Coaches for training, coaching, and feedback in English Language Arts(Comprehensive Literacy) and Foundational Literacy skills, while also providing professional learning presentations and workshops. Classroom observations, feedback, and classroom coaching are also being provided to teachers.

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

Alignment of curriculum, instruction, and materials to content and performance standards Staff Development in:
- Numeracy content and strategies
- Technology
- ELD – Teaching English Learners
- Data Analysis and Assessment
- Foundational Literacy Skills and Writing
- Math state standards
- NGSS- Next Generation Science Standards

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

Administration is also available to offer teacher support on a regular basis. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis. Professional development will continue to be provided for teachers and instructional support staff, as well as resources to help English Learners achieve mastery of standards.

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

Teachers' collaboration:
- Regularly scheduled time for teacher collaboration on early release dates throughout the school year.
- Teachers will plan and reflect on lessons in order to strengthen instruction, using data from the metrics administered to guide decision making.
- Teachers will collaborate and plan for instructional alignment between both sites, such as formative/summative assessments and syllabi.

Teaching and Learning

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

All textbooks used at Kettleman Elementary School in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. On September 15, 2022, the Reef-Sunset Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. English Language Development will be enhanced through targeted ELD Professional Development. The administration, in collaboration with the curriculum and instruction director, will provide this additional instructional support with an EL focus for all KCES staff; the focus will be the implementation and utilization of differentiated instructional practices, such as PVLEGS, cooperative learning strategies, and a language supportive classroom environment. The district and KCES will continue to implement "Kagan Engagement Structures" through a comprehensive professional development model. The school will continue to provide intervention for students in need of both reading and mathematics. The school will also provide opportunities for support through the PBIS model in helping students to amend and improve their choices to meet behavioral expectations, in accordance with our school safety plan. The school will also provide a focused implementation of STEM activities, in accordance with NGSS standards and instruction for all students.

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

All schools in the Reef-Sunset U.S.D. adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

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

All schools in the Reef-Sunset U.S.D. provide for lesson pacing schedules and master schedule flexibility for sufficient numbers of intervention courses.

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

On September 19, 2019, the Reef-Sunset U.S.D. the school board adopted the following instructional materials for Kettleman City Elementary School:
Kettleman City Elementary School TK-5 ELL ELD Wonders by McGraw Hill
Kettleman City Elementary School TK-5 Language Arts Wonders by McGraw-Hill
Kettleman City Elementary School TK-5 Mathematics My Math by McGraw-Hill
Kettleman City Elementary School 6-8 Language Arts StudySync by McGraw-Hill
Kettleman City Elementary School 6-8 Mathematics California Math by McGraw-Hill
Kettleman City Elementary School K-5 Science Houghton Mifflin California Science by Houghton Mifflin
Kettleman City Elementary School 6-8 Science Focus on: (Earth, Life or Physical Science) by McDougal Littell
Kettleman City Elementary School Social Science Impact: California by McGraw-Hill
Kettleman City Elementary School 6-8 ELL ELD Access World History by Great Source
Kettleman City Elementary School 6-8 ELL ELD Access Science by Great Source
Kettleman City Elementary School 6-8 ELL ELD Access Mathematics by Great Source
Kettleman City Elementary School 6-8 ELL ELD Access American History by Great Source
Kettleman City Elementary School 6-8 ELL ELD StudySync by McGraw Hill

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 schools in the Reef-Sunset U.S.D. provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses.

Opportunity and Equal Educational Access

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

RSUSD recognizes the need to support English learners to ensure students have instructional supports and scaffolds in core instruction to ensure students' access to grade-level content. Aside from providing professional development opportunities for instructional staff, the students will be further supported by conducting data chats with student to explain the requirements for grade level mastery, annual learning goals for the student, and the criteria necessary for redesignation. By providing opportunites EL students to demonstrate growth in the area of reading and mathematics, regularly scheduled Star assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view STAR results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning.

Designated and Integrated English Language Development
The goal for English learners is to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive designated and integrated English language
development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. English learners will be identified through the home language survey and ELPAC initial assessment. Planning for small group collaboration will be imperative for ELs to authentically practice language and receive feedback. In addition to integrating ELD scaffolds and supports into all lessons, there will be Designated ELD built into daily lessons. The time for Designated ELD is indicated within each daily schedule for elementary, middle, and high school. Students will be grouped into Emerging, Expanding, and Bridging proficiency levels based off of ELPAC results. Teachers are expected to use the district adopted Designated ELD materials. Research based supplementary materials and strategies which support Reading, Writing, Speaking, and Listening may be used, as needed. English Language Development minutes and curriculum will be included in the daily schedules and ELD supports will also be integrated into the curriculum. Special education students identified as English Learners will continue to have an IEP which includes ELD. Students not identified as an EL will be provided with grade level appropriate work to complete during the ELD block. Ellevation organizes all English learning information and data into one dashboard to allow teachers, coaches, and administrators to collaborate on individual English learner instruction, communicate with parents, and access district wide aggregate assessment data. Data from Ellevation will be used in PLC meetings to monitor student progress and help to identify students for reclassification.
DELAC meetings will continue to be offered through in person or zoom format, to continue supporting the families of EL students by informing them of resources available for their children and seeking their input regarding programs and services. In person ELAC meetings during the 2022-2023 school year to gather parent input. The feedback shared during these meetings will inform the supports needed at each school. Special education, related services, and accommodations required by an individualized education program. If a child has an IEP, the teacher, working with Special Education teachers and other resource teachers, will modify the lessons according to the child's IEP. Their role is to reach out and develop individual learning plans as needed to assist and accommodate for the identified student. Student services and support staff will communicate with and share the plan with site admin and the teacher assigned to the student. Teachers will be asked to make reasonable accommodations or work out additional supports as described in the individual learning plans, It is important to note that ILP's will not be necessary for all students in these categories but will be considered and developed if deemed necessary by the team. Special education students will receive instruction through distance learning or in-person instruction. Students are identified for special education services through a comprehensive evaluation to determine eligibility. Students previously qualified for special education services are identified

through regular reports in AERIES, notice from the families and/or the county when placement happens, or information received on the enrollment packet/emergency cards. A team of educators will routinely monitor their progress in all areas, including but not limited to: academic, behavioral, social/emotional and health/medical. Services to address the needs of special education students are driven by goals and objectives that are developed through the IEP team and measured by standardized and informal assessments and observations. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. District assessments, teacher observations, and communication with parents are used to determine progress towards academic or behavioral goals. The special education team will address the unique needs of each student through both formal and informal means in a collaborative team process. Differentiated promotion requirements are provided as allowed and or necessary. Students who are experiencing homelessness are also provided with the support they need to be successful at school. We use local, state and/or federal funds allowed to aid this population of students, on top of general funds where committed/applicable. We apply differentiated graduation requirements as allowed/necessary. The district has a goal to increase outreach to these families specifically to connect the with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. All teachers use the Universal Access component of the adopted ELA text and Math text to provide individual assistance to under-performing students. The RSP teacher also provide additional support to identified students. Reading Wonders are the ELD instructional materials to support English Learners.

Evidence-based educational practices to raise student achievement

Most KCES staff have been trained in research based KAGAN student engagement, designated ELD and integrated ELD, PVLEGS, purpose and procedure for Problem of Practice development, The Growth Mindset, core ELD principles (speaking in complete sentences, error correction, student opportunity for academic talk) and instructional educational practices to raise student achievement.

Parental Engagement

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

There are several resources available to our students, parents and staff. We work closely with the Kings County Sheriff Department, RSUSD mental health counselors, Prevention/Intervention Counselor, AspireNet, KIND Center, community members, Kings Community Action Organization/food distribution, and Wonderful Co. All entities contribute in one way shape or form to assist our students, whether its through funding, community service opportunities, mental health services, or other means.

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)

Parents and community members participate and are invited to conferences, School Site Council Meetings, English Learner Advisory Committee meetings, School social events where we discuss school happenings and events. Together we plan and analyze the effectiveness of current plans to monitor student progress. We assess needs, and address those needs by creating an action plan and allocating appropriate funds.

<u>Funding</u>

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

Teachers provide multiple sessions of both in school and after school intervention and tutorial sessions to further support students, along with a Saturday School option for middle school students. Categorical program funds allow the school to provide support from paraprofessionals. We purchase supplemental materials and technology tools which include programs like MobyMax, Rosetta Stone, Flocabulary, Mystery Science, National Geographic for kids, etc. for ELA, ELD, and Math.

Fiscal support (EPC)

The District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, and Title III funds support for academic and intervention needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A series of meetings are held with School Site Councils, ELAC, parents, students, and community members to engage in the LCAP development and update process. Students are invited to participate in the LCAP stakeholder engagement survey(secondary students) as well as a separate student survey for 5th, 7th, and 9th grades. Meetings are typically held at the school site, and translators and volunteers are available to help with the process. Parents and other stakeholders such as community members and staff, were updated on the LCAP and brought up to date on the district's progress towards implementation. At the various meetings, the district also addresses the stakeholder input results from the previous year and how they were addressed in the LCAP changes. Documents are available in English and Spanish as provided by the Community Engagement Coordinator. Principals are present, as well as district administration. Parents are presented with the three goals as stated in LCAP and the actions for each goal. Parents will be given handouts with an LCAP summary, the actions, and the changes based on stakeholder input. Parents will be given the opportunity to provide input in their own words. High school students and staff members will be available to assist parents with navigating the survey and providing input. All handouts and surveys were available in English and Spanish. Staff members were given a second opportunity to participate in the survey. The Community Engagement Coordinator sent all RSUSD staff members both certificated and classified the link to the survey and urged them to participate. She also attended several parent engagement events at several sites, School Site Council Meetings and ELAC meetings where she provided some insight on LCAP. An LCAP Parent Advisory Committee was developed, composed of parent volunteers from each site. The Parent Advisory
Committee met twice (once per semester) to review the survey results from stakeholders. The committee then provided formal suggestions and areas for the district to review within the LCAP. Some of the trending topics were; school safety/mental health, tutors/intervention/help for struggling students, parent educational opportunities, and CTE course availability for high school students.

Both our School Site Council and English Learners Acquisition Committee meet at a minimum, five times per year, to review, share and discuss ideas and any concerns regarding the components and

goals of the annual plan. Each committee member, along with community stakeholders, provide input for goals of the plan and any attached expenditures to said goals.
The planned meeting dates for SSC and ELAC this year are as follows:
September 9, 2021
October 8, 2021
November 10, 2021
January 13, 2022
March 10, 2022
May 12, 2022
June 2, 2022

Resource Inequities

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

All schools within the district contain school wide programs and are funded with the same formula and resource allocations, and in an equitable manner.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	99.26%	99.2%	%	269	257	
Pacific Islander	0%	%	%	0		
White	0.74%	0.8%	%	2	2	
Multiple/No Response	0%	%	%	0		
			Total Enrollment	271	259	

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	33	26	
Grade 1	24	26	
Grade 2	34	28	
Grade3	30	32	
Grade 4	33	31	
Grade 5	24	30	
Grade 6	30	24	
Grade 7	34	31	
Grade 8	29	31	
Total Enrollment	271	259	

Student Enrollment by Grade Level

Conclusions based on this data:

1. The enrollment continues to decrease over the last few years; some families have moved away from the community to a more urban areas, such as Lemoore and Hanford.

2. Our student enrollment is predominantly Latino students and is consistent over the last few years, with 66% of students being classified as English Learners.

3. We work closely with the staff at AHS to build a strong connection and partnership with AHS to ensure our students choose AHS for their secondary education.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	142	153	196	52.4%	59.10%	62.2%
Fluent English Proficient (FEP)	75	57	54	27.7%	22.00%	17.1%
Reclassified Fluent English Proficient (RFEP)	30	1		18.3%	0.40%	

Conclusions based on this data:

1. In the 20-21 school year, the rate of reclassified students demonstrate a decline in number.

2. Our EL students struggle with performing at grade level on state standardized testing.

3. We are implementing strategies and supporting current ones that will be aimed at specifically assisting our EL students develop speaking and listening skills. Such strategies include having student speaking in complete sentences, PVLEGS-Stand and Deliver, Kagan structures that encourage active listening and the use of anchor charts in the classroom. We have also provided further instructional support for ELs from classified staff.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31	30	26	31	30	26	31	30	26	100	100.0	100.0
Grade 4	25	32	31	25	32	31	25	32	31	100	100.0	100.0
Grade 5	29	29	37	29	29	37	29	29	37	100	100.0	100.0
Grade 6	34	23	37	34	23	37	34	23	37	100	100.0	100.0
Grade 7	28	30	34	28	30	34	28	30	34	100	100.0	100.0
Grade 8	30	32	38	29	32	38	29	32	38	96.7	100.0	100.0
All Grades	177	176	203	176	176	203	176	176	203	99.4	100.0	100.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2384.	2337.	2383.	9.68	6.67	3.85	25.81	3.33	30.77	12.90	30.00	23.08	51.61	60.00	42.31
Grade 4	2435.	2388.	2409.	12.00	3.13	12.90	32.00	9.38	9.68	12.00	18.75	29.03	44.00	68.75	48.39
Grade 5	2437.	2386.	2435.	0.00	0.00	2.70	20.69	6.90	10.81	27.59	20.69	29.73	51.72	72.41	56.76
Grade 6	2486.	2469.	2455.	5.88	4.35	2.70	23.53	30.43	13.51	32.35	13.04	37.84	38.24	52.17	45.95
Grade 7	2549.	2516.	2497.	3.57	3.33	14.71	60.71	30.00	20.59	21.43	33.33	20.59	14.29	33.33	44.12
Grade 8	2543.	2495.	2506.	3.45	3.13	0.00	41.38	25.00	31.58	27.59	21.88	28.95	27.59	50.00	39.47
All Grades	N/A	N/A	N/A	5.68	3.41	5.91	33.52	17.05	19.21	22.73	23.30	28.57	38.07	56.25	46.31

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	9.68	3.33	*	48.39	50.00	*	41.94	46.67	*
Grade 4	20.00	3.13	9.68	44.00	53.13	51.61	36.00	43.75	38.71
Grade 5	6.90	*	0.00	44.83	*	78.38	48.28	*	21.62
Grade 6	11.76	*	5.41	50.00	*	54.05	38.24	*	40.54
Grade 7	10.71	6.67	8.82	75.00	73.33	64.71	14.29	20.00	26.47
Grade 8	13.79	3.13	7.89	58.62	46.88	55.26	27.59	50.00	36.84
All Grades	11.93	2.84	5.91	53.41	56.82	61.08	34.66	40.34	33.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	6.45	3.33	*	35.48	36.67	*	58.06	60.00	*
Grade 4	12.00	3.23	6.45	48.00	38.71	51.61	40.00	58.06	41.94
Grade 5	0.00	*	5.41	51.72	*	48.65	48.28	*	45.95
Grade 6	5.88	*	2.70	58.82	*	32.43	35.29	*	64.86
Grade 7	10.71	6.67	8.82	67.86	63.33	55.88	21.43	30.00	35.29
Grade 8	6.90	12.50	2.63	62.07	43.75	50.00	31.03	43.75	47.37
All Grades	6.82	5.17	6.40	53.98	42.53	46.80	39.20	52.30	46.80

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	16.13	0.00	*	67.74	66.67	*	16.13	33.33	*
Grade 4	16.00	3.13	6.45	64.00	68.75	54.84	20.00	28.13	38.71
Grade 5	3.45	*	0.00	58.62	*	81.08	37.93	*	18.92
Grade 6	11.76	*	13.51	50.00	*	59.46	38.24	*	27.03
Grade 7	0.00	3.33	2.94	82.14	80.00	67.65	17.86	16.67	29.41
Grade 8	6.90	0.00	7.89	68.97	78.13	71.05	24.14	21.88	21.05
All Grades	9.09	2.27	6.90	64.77	67.05	67.98	26.14	30.68	25.12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	19.35	3.33	*	48.39	63.33	*	32.26	33.33	*
Grade 4	12.00	3.13	3.23	56.00	59.38	74.19	32.00	37.50	22.58
Grade 5	6.90	*	2.70	37.93	*	72.97	55.17	*	24.32
Grade 6	14.71	*	0.00	55.88	*	78.38	29.41	*	21.62
Grade 7	42.86	13.33	17.65	50.00	83.33	58.82	7.14	3.33	23.53
Grade 8	24.14	12.50	10.53	51.72	62.50	68.42	24.14	25.00	21.05
All Grades	19.89	8.52	7.39	50.00	64.77	68.97	30.11	26.70	23.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In overall achievement of KCES students, there has been a decrease in both the number of students who met standard or exceeded standard for 20-21.

2. In Reading, there was a slight increase in the number of students who were at or near standard (53.41% to 56.82%), and an increase in the number of students who are below standard(39.2% to 52.3%).

3. There is a need for improvement in the area of research and writing for our students. Team members will continue professional development in becoming more familiar with and integrate research based strategies that focus on improving communication skills, dissecting text, and unpacking sentence structures. Additionally, they will provide question stems and sentence frames for students to support academic conversation and writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Overall Participation for All Students												
Grade 3	31	30	26	31	30	26	31	30	26	100	100.0	100.0
Grade 4	25	32	31	25	32	31	25	32	31	100	100.0	100.0
Grade 5	29	29	37	29	29	37	29	29	37	100	100.0	100.0
Grade 6	34	23	38	34	22	37	34	22	37	100	95.7	97.4
Grade 7	28	30	34	28	30	34	28	30	34	100	100.0	100.0
Grade 8	30	32	38	30	32	37	30	32	37	100	100.0	97.4
All Grades	177	176	204	177	175	202	177	175	202	100	99.4	99.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Overall Achievement for All Students															
Grade 3	2402.	2318.	2383.	12.90	0.00	7.69	16.13	6.67	26.92	35.48	10.00	26.92	35.48	83.33	38.46
Grade 4	2428.	2368.	2394.	4.00	0.00	0.00	28.00	6.25	9.68	28.00	21.88	29.03	40.00	71.88	61.29
Grade 5	2420.	2381.	2373.	0.00	0.00	0.00	6.90	6.90	0.00	27.59	6.90	13.51	65.52	86.21	86.49
Grade 6	2459.	2412.	2393.	2.94	0.00	2.70	8.82	4.55	0.00	32.35	22.73	8.11	55.88	72.73	89.19
Grade 7	2499.	2443.	2436.	0.00	0.00	2.94	17.86	10.00	5.88	46.43	16.67	32.35	35.71	73.33	58.82
Grade 8	2480.	2424.	2447.	6.67	3.13	2.70	13.33	0.00	8.11	16.67	18.75	18.92	63.33	78.13	70.27
All Grades	N/A	N/A	N/A	4.52	0.57	2.48	14.69	5.71	7.43	31.07	16.00	20.79	49.72	77.71	69.31

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	19.35	0.00	*	32.26	23.33	*	48.39	76.67	*
Grade 4	8.00	0.00	0.00	40.00	15.63	41.94	52.00	84.38	58.06
Grade 5	0.00	*	0.00	17.24	*	13.51	82.76	*	86.49
Grade 6	5.88	*	0.00	26.47	*	8.11	67.65	*	91.89
Grade 7	3.57	3.33	2.94	42.86	40.00	32.35	53.57	56.67	64.71
Grade 8	6.67	6.25	5.41	23.33	15.63	29.73	70.00	78.13	64.86
All Grades	7.34	1.71	2.97	29.94	22.29	26.24	62.71	76.00	70.79

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	16.13	3.33	*	51.61	16.67	*	32.26	80.00	*
Grade 4	0.00	3.13	0.00	60.00	25.00	48.39	40.00	71.88	51.61
Grade 5	0.00	*	0.00	34.48	*	32.43	65.52	*	67.57
Grade 6	2.94	*	2.70	41.18	*	27.03	55.88	*	70.27
Grade 7	3.57	3.33	0.00	57.14	43.33	47.06	39.29	53.33	52.94
Grade 8	10.00	3.13	8.11	36.67	46.88	40.54	53.33	50.00	51.35
All Grades	5.65	2.29	3.96	46.33	33.71	38.61	48.02	64.00	57.43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	16.13	0.00	*	41.94	50.00	*	41.94	50.00	*
Grade 4	12.00	0.00	3.23	56.00	50.00	54.84	32.00	50.00	41.94
Grade 5	3.45	*	0.00	55.17	*	35.14	41.38	*	64.86
Grade 6	2.94	*	0.00	41.18	*	48.65	55.88	*	51.35
Grade 7	3.57	0.00	0.00	64.29	56.67	67.65	32.14	43.33	32.35
Grade 8	10.00	0.00	2.70	36.67	56.25	64.86	53.33	43.75	32.43
All Grades	7.91	0.57	2.48	48.59	52.57	54.95	43.50	46.86	42.57

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The 20-21 assessment data indicate a steep decline in student achievement in mathematics. Across grade levels, mathematics is an academic area where the large majority of our students struggle to meet standard, especially in the area of concepts and procedures and problem solving.

2. In 5th-8th grades, embedded intervention to specifically address mathematics was implemented this year. This should be planned for in the next school year, schoolwide.

3. Overall, mathematics continues to be an area where our students are struggling academically to meet standard. Interventions will include but not be limited to focused after school tutoring, small group work, digital resources such as Freckle and iReady, as well as other academic supports and resources.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1434.0	1408.3	1403.0	1428.0	1422.8	1408.7	1447.8	1374.7	1390.0	25	21	27
1	1442.6	1422.7	1397.5	1451.5	1442.3	1435.8	1433.3	1402.6	1358.6	26	16	23
2	1464.1	1469.4	1443.5	1471.2	1469.6	1460.4	1456.5	1468.7	1426.0	19	22	23
3	1481.2	1485.2	1492.3	1489.7	1485.8	1504.6	1472.2	1484.2	1479.3	18	25	20
4	*	1493.4	1511.9	*	1488.9	1512.3	*	1497.4	1511.0	8	20	24
5	*	1504.2	1509.4	*	1511.8	1497.8	*	1496.1	1520.5	7	17	19
6	1501.8	*	1514.7	1512.8	*	1518.8	1490.3	*	1510.2	15	7	21
7	*	*	1519.1	*	*	1506.8	*	*	1531.0	7	8	12
8	*	1516.0	*	*	1502.5	*	*	1529.1	*	7	16	10
All Grades										132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	9.52	14.81	52.00	38.10	18.52	32.00	38.10	37.04	8.00	14.29	29.63	25	21	27
1	7.69	0.00	0.00	30.77	31.25	8.70	46.15	31.25	34.78	15.38	37.50	56.52	26	16	23
2	0.00	0.00	4.35	36.84	54.55	30.43	57.89	36.36	39.13	5.26	9.09	26.09	19	22	23
3	0.00	12.00	20.00	44.44	36.00	35.00	44.44	40.00	30.00	11.11	12.00	15.00	18	25	20
4	*	5.00	20.83	*	30.00	37.50	*	60.00	33.33	*	5.00	8.33	*	20	24
5	*	5.88	0.00	*	41.18	31.58	*	35.29	68.42	*	17.65	0.00	*	17	19
6	6.67	*	4.76	33.33	*	47.62	46.67	*	33.33	13.33	*	14.29	15	*	21
7	*	*	8.33	*	*	25.00	*	*	50.00	*	*	16.67	*	*	12
8	*	12.50	*	*	12.50	*	*	50.00	*	*	25.00	*	*	16	*
All Grades	6.06	7.24	9.50	40.15	33.55	29.05	40.15	42.11	39.66	13.64	17.11	21.79	132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.00	23.81	14.81	56.00	28.57	25.93	28.00	33.33	33.33	12.00	14.29	25.93	25	21	27
1	11.54	12.50	8.70	46.15	31.25	26.09	34.62	43.75	52.17	7.69	12.50	13.04	26	16	23
2	10.53	13.64	17.39	73.68	36.36	39.13	10.53	50.00	30.43	5.26	0.00	13.04	19	22	23
3	27.78	20.00	40.00	50.00	52.00	35.00	16.67	12.00	10.00	5.56	16.00	15.00	18	25	20
4	*	10.00	45.83	*	50.00	33.33	*	40.00	12.50	*	0.00	8.33	*	20	24
5	*	41.18	10.53	*	29.41	73.68	*	17.65	15.79	*	11.76	0.00	*	17	19
6	46.67	*	23.81	20.00	*	57.14	26.67	*	14.29	6.67	*	4.76	15	*	21
7	*	*	8.33	*	*	41.67	*	*	33.33	*	*	16.67	*	*	12
8	*	12.50	*	*	37.50	*	*	37.50	*	*	12.50	*	*	16	*
All Grades	17.42	19.08	21.79	50.76	36.84	39.66	23.48	34.21	25.70	8.33	9.87	12.85	132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.00	4.76	7.41	40.00	19.05	22.22	32.00	52.38	40.74	4.00	23.81	29.63	25	21	27
1	11.54	0.00	0.00	23.08	12.50	0.00	38.46	25.00	13.04	26.92	62.50	86.96	26	16	23
2	0.00	0.00	4.35	21.05	40.91	30.43	57.89	45.45	8.70	21.05	13.64	56.52	19	22	23
3	0.00	8.00	10.00	27.78	16.00	30.00	27.78	48.00	40.00	44.44	28.00	20.00	18	25	20
4	*	5.00	8.33	*	20.00	29.17	*	40.00	29.17	*	35.00	33.33	*	20	24
5	*	0.00	0.00	*	0.00	10.53	*	70.59	73.68	*	29.41	15.79	*	17	19
6	0.00	*	0.00	0.00	*	4.76	26.67	*	71.43	73.33	*	23.81	15	*	21
7	*	*	16.67	*	*	25.00	*	*	33.33	*	*	25.00	*	*	12
8	*	12.50	*	*	6.25	*	*	37.50	*	*	43.75	*	*	16	*
All Grades	6.82	3.95	5.59	20.45	17.76	18.99	40.15	45.39	38.55	32.58	32.89	36.87	132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	36.00	9.52	22.22	52.00	76.19	59.26	12.00	14.29	18.52	25	21	27
1	53.85	37.50	21.74	42.31	62.50	65.22	3.85	0.00	13.04	26	16	23
2	5.26	27.27	21.74	89.47	68.18	69.57	5.26	4.55	8.70	19	22	23
3	11.11	28.00	50.00	61.11	52.00	40.00	27.78	20.00	10.00	18	25	20
4	*	30.00	62.50	*	70.00	37.50	*	0.00	0.00	*	20	24
5	*	17.65	10.53	*	64.71	89.47	*	17.65	0.00	*	17	19
6	0.00	*	19.05	66.67	*	71.43	33.33	*	9.52	15	*	21
7	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
8	*	0.00	*	*	68.75	*	*	31.25	*	*	16	*
All Grades	20.45	21.05	28.49	63.64	66.45	61.45	15.91	12.50	10.06	132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.00	19.05	22.22	84.00	61.90	40.74	12.00	19.05	37.04	25	21	27
1	0.00	0.00	8.70	92.31	68.75	60.87	7.69	31.25	30.43	26	16	23
2	31.58	13.64	21.74	63.16	72.73	65.22	5.26	13.64	13.04	19	22	23
3	77.78	28.00	55.00	16.67	60.00	25.00	5.56	12.00	20.00	18	25	20
4	*	20.00	33.33	*	70.00	54.17	*	10.00	12.50	*	20	24
5	*	58.82	26.32	*	29.41	68.42	*	11.76	5.26	*	17	19
6	60.00	*	42.86	33.33	*	57.14	6.67	*	0.00	15	*	21
7	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12
8	*	50.00	*	*	37.50	*	*	12.50	*	*	16	*
All Grades	31.82	25.66	27.93	61.36	58.55	53.63	6.82	15.79	18.44	132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	4.76	11.11	88.00	71.43	70.37	4.00	23.81	18.52	25	21	27
1	19.23	0.00	0.00	46.15	43.75	8.70	34.62	56.25	91.30	26	16	23
2	0.00	9.09	8.70	68.42	68.18	43.48	31.58	22.73	47.83	19	22	23
3	0.00	8.00	10.00	33.33	48.00	50.00	66.67	44.00	40.00	18	25	20
4	*	5.00	4.17	*	55.00	66.67	*	40.00	29.17	*	20	24
5	*	0.00	0.00	*	70.59	78.95	*	29.41	21.05	*	17	19
6	0.00	*	0.00	6.67	*	38.10	93.33	*	61.90	15	*	21
7	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12
8	*	18.75	*	*	18.75	*	*	62.50	*	*	16	*
All Grades	5.30	6.58	6.70	53.03	51.97	49.72	41.67	41.45	43.58	132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	76.00	23.81	11.11	16.00	23.81	44.44	8.00	52.38	44.44	25	21	27
1	19.23	0.00	0.00	57.69	43.75	39.13	23.08	56.25	60.87	26	16	23
2	5.26	0.00	4.35	78.95	86.36	56.52	15.79	13.64	39.13	19	22	23
3	5.56	12.00	20.00	77.78	72.00	65.00	16.67	16.00	15.00	18	25	20
4	*	0.00	25.00	*	75.00	54.17	*	25.00	20.83	*	20	24
5	*	0.00	5.26	*	64.71	89.47	*	35.29	5.26	*	17	19
6	6.67	*	0.00	73.33	*	90.48	20.00	*	9.52	15	*	21
7	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
8	*	0.00	*	*	93.75	*	*	6.25	*	*	16	*
All Grades	20.45	5.26	8.94	60.61	67.76	63.69	18.94	26.97	27.37	132	152	179

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 20-21, the majority of our students demonstrated Level 2 and Level 3 in overall language achievement(75.66%)

2. Of the various domains tested, written language, reading and writing are the areas where our students struggle most.

3. After school tutorial opportunities have increased to address low student achievement, and there has been a common agreement among the grade levels to include specific ELD strategies into all content areas.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
315	**97.5**	**62.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Kettleman City Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	196	62.2
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	307	97.5
Students with Disabilities	19	6.0

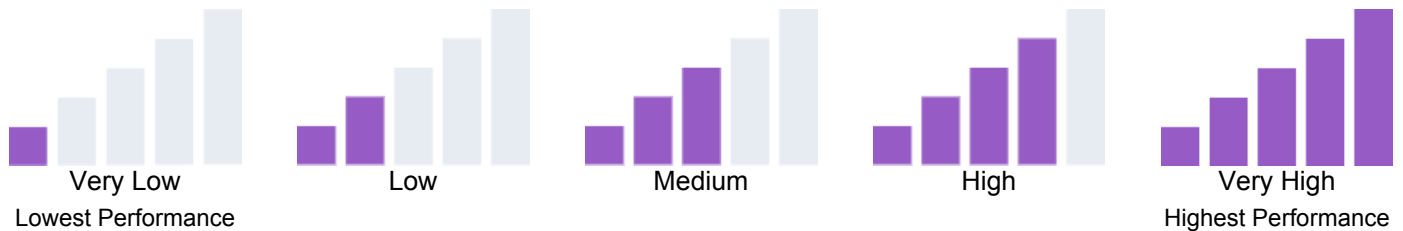| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic	311	98.7
Two or More Races		
Pacific Islander		
White	4	1.3

Conclusions based on this data:

1. There continues to be a decrease overall in student population; the percentage of EL students is currently at 66% of total population of students.

2. The majority of our students qualify for a free lunch program and are identified as Socioeconomically Disadvantaged students.

3. In follow up conversations with parents of students who are classified as "homeless", we have discovered that most are multiple families, living in one residence.
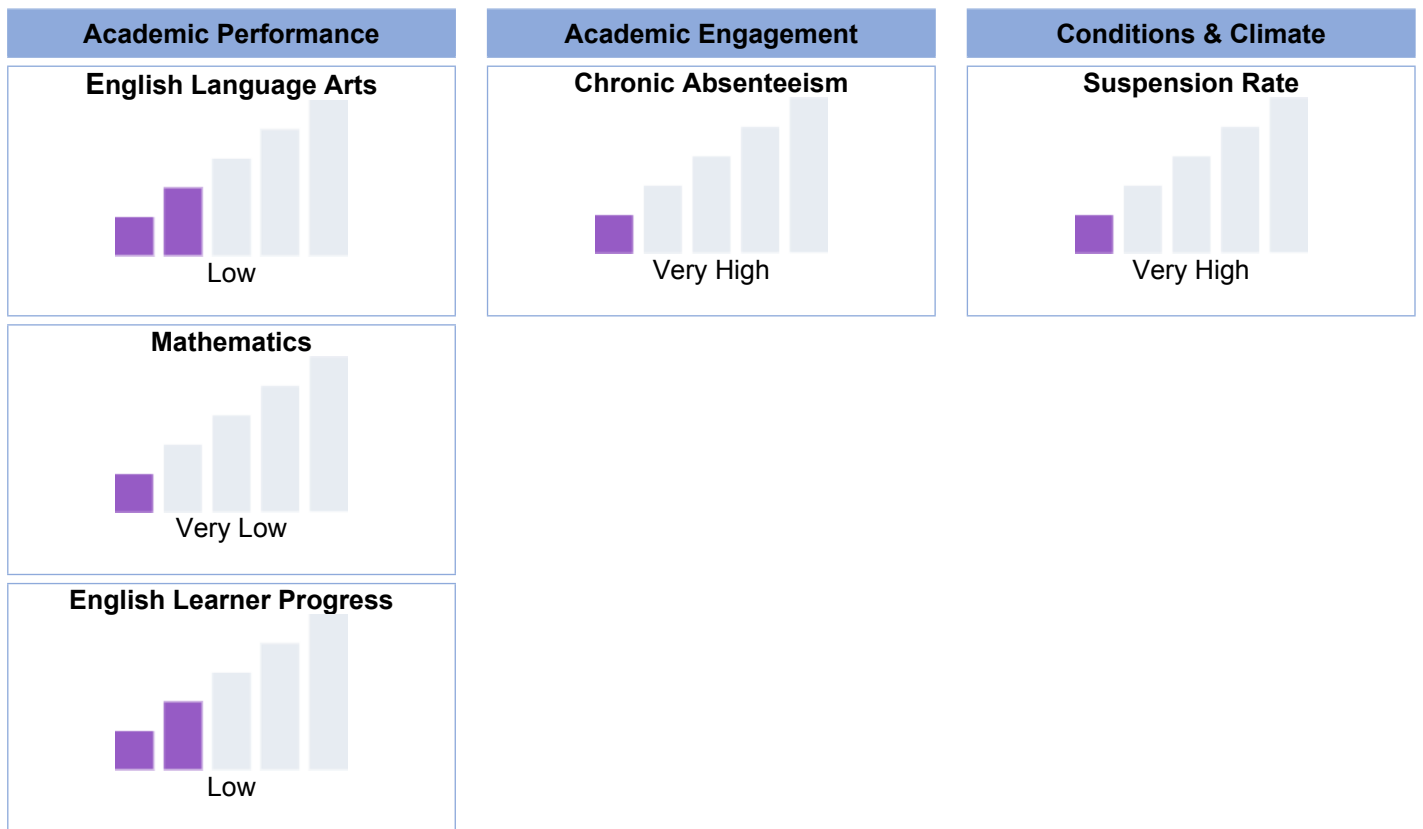
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Low	**Chronic Absenteeism** — Very High	**Suspension Rate** — Very High
Mathematics — Very Low		
English Learner Progress — Low		

Conclusions based on this data:

1. Overall, our students continue to struggle to meet standard in both mathematics and English Language Arts.

2. There have been an increased number of suspensions on campus; some students have found the transition back to in person learning, and a more structured environment more challenging for them to adjust to.

3. KCES will continue to engage in best practices that will help support all students in achieving deeper understanding of academic concepts and higher academic performance on all standardized exams.
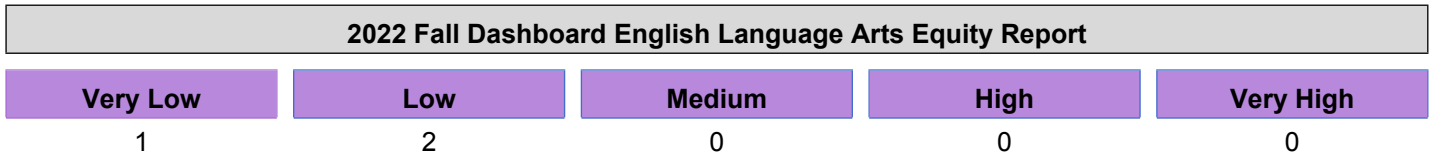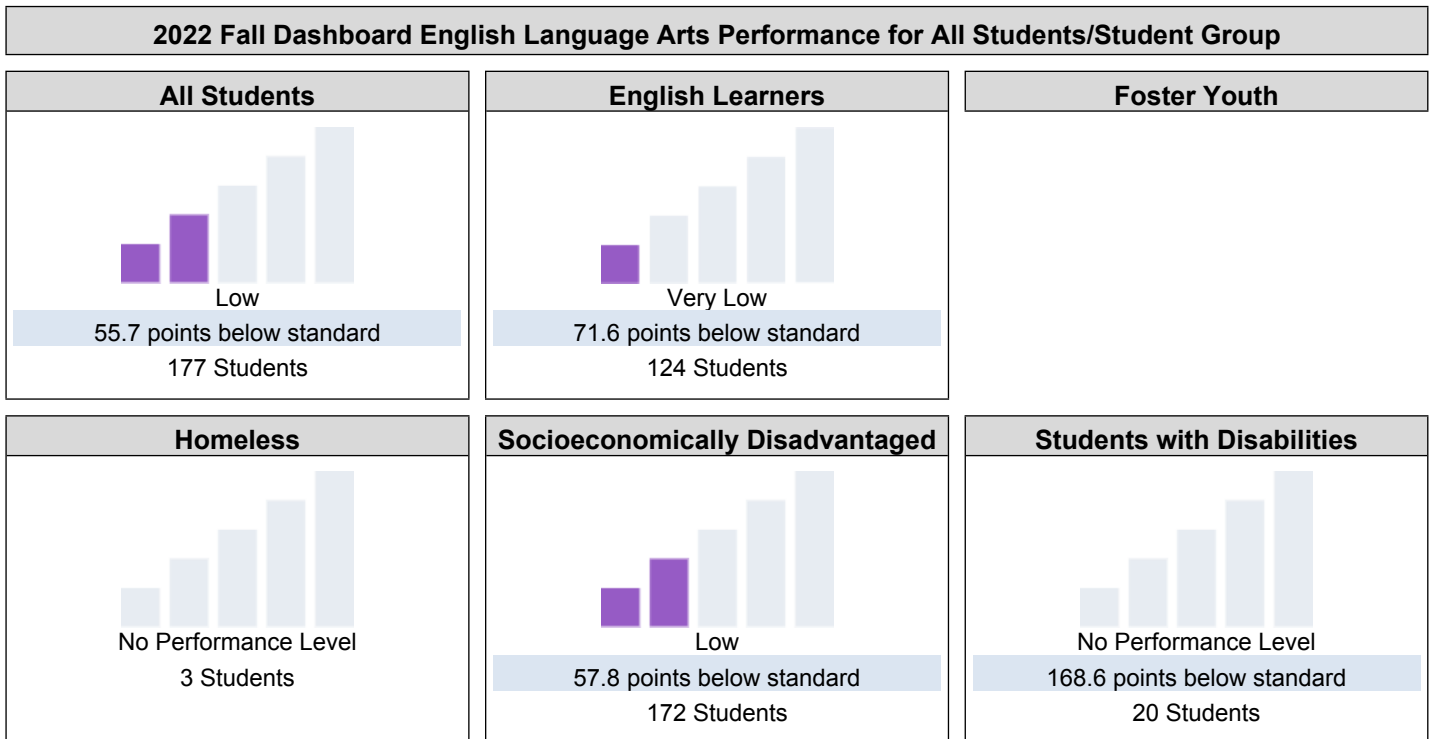
School and Student Performance Data

Academic Performance
English Language Arts

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

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

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	
55.7 points below standard	71.6 points below standard	
177 Students	124 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
3 Students	57.8 points below standard	168.6 points below standard
	172 Students	20 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

Low

55.9 points below standard

175 Students

White

No Performance Level
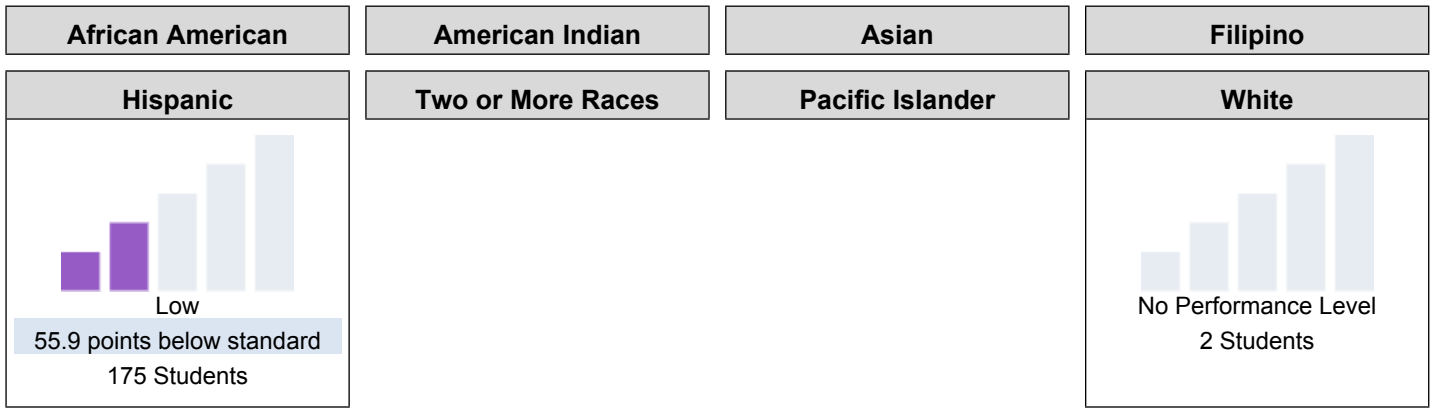
2 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.5 points below standard	10.9 points below standard	28.8 points below standard
97 Students	27 Students	34 Students

Conclusions based on this data:

1. Due to COVID, since 2019 there is no new assessment data available; the data presented is from a prior year. EL Students achievement data indicates a incline but are performing well below grade level; staff will continue to implement research based practices to support EL learning and achievement. In order to ensure that teams have dedicated time to collaborate and plan for the needs of our English Learners, each 3rd PLC meeting of the month will be focused solely on English Learners and how we can utilize best practices to further support their achievement.

2. Staff have participated in professional development training and additional curricula that will be utilized during embedded intervention to assist with EL student achievement.

3. Professional development and intervention support will continue to be provided to both staff and students at KCES. To this point, we have started professional development with Tulare County Office of Education with the English Learners Toolkit of Strategies, and also with Fresno County Office of Education with the English Learner Roadmap. Rosetta Stone and small group language development have been established for Newly Arrived students.

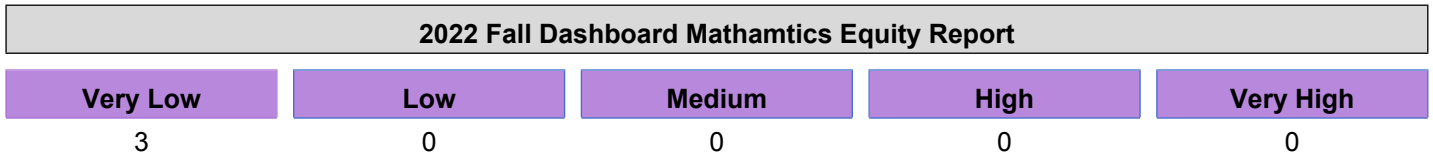# School and Student Performance Data

Academic Performance
Mathematics

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

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

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
120.0 points below standard	129.9 points below standard	
177 Students	124 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
3 Students	120.8 points below standard	217.0 points below standard
	172 Students	20 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic	White
Very Low	No Performance Level
119.3 points below standard	2 Students
175 Students	
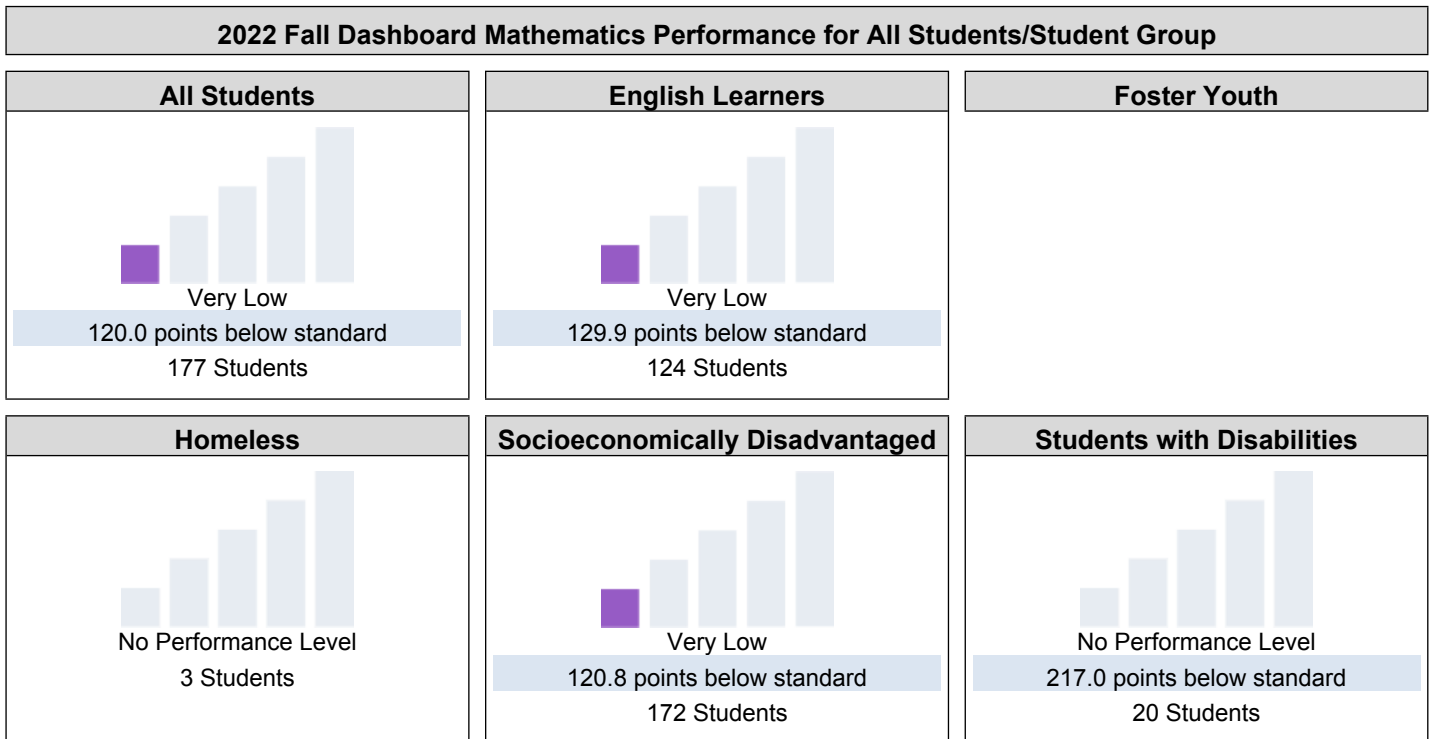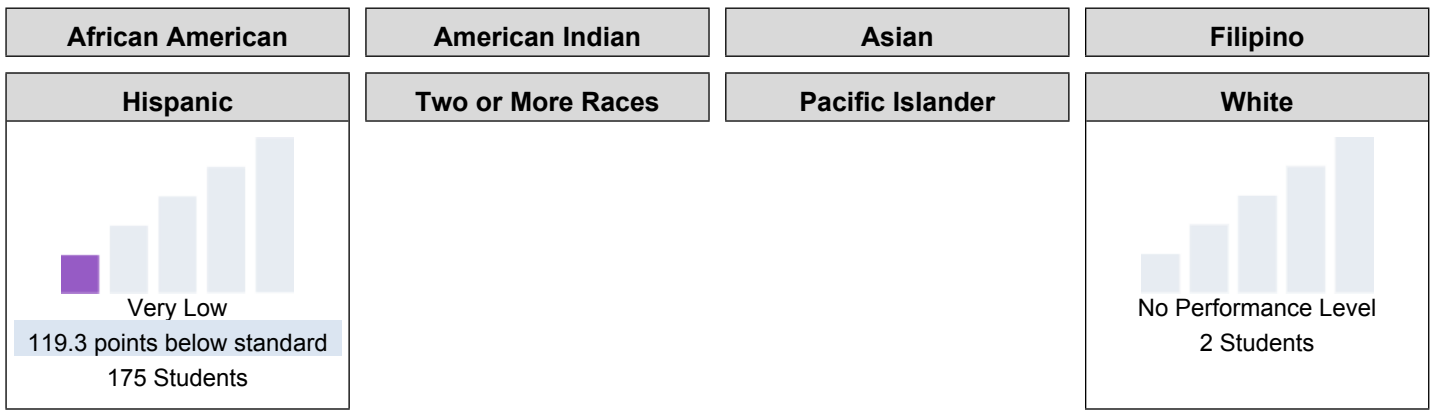
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
134.5 points below standard	113.6 points below standard	104.2 points below standard
97 Students	27 Students	34 Students

Conclusions based on this data:

1. Due to COVID, since 2019 there is no new assessment data available; the data presented is from a prior year. Most subgroups demonstrated a declination in student achievement.

2. There will be an increased focus on the types of mathematics intervention being offered to our students, as well as professional development for staff in order to increase student achievement in this area.

3. Freckle Math, STAR Math, and iReady lessons are being utilized during tutorial sessions to help support student achievement. There will also be an increase in digital resources provided to teaching teams specifically for mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

36.7 making progress towards English language proficiency

Number of EL Students: 147 Students

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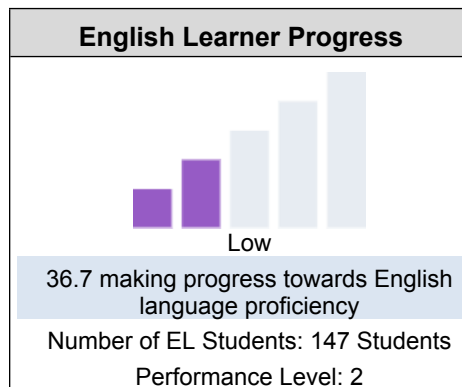
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
40	53	2	52

Conclusions based on this data:

1. Due to COVID, since 2019 there is no new assessment data available; the data presented is from a prior year. Over 49% have made progress toward English Language proficiency.

2. English Learners continue to perform below grade level peers in English Language Arts and Mathematics. More specifically, we had 18% of our students who decreased an ELPI level. Targeted intervention has now been embedded within the school day to assist struggling students as well as after school tutorials.

3. Students who have been classified as having no English skills and a Level 1 language student receive small group instruction to help accelerate language acquisition, along with digital resources such as Rosetta Stone.

School and Student Performance Data

Academic Performance
College/Career Report

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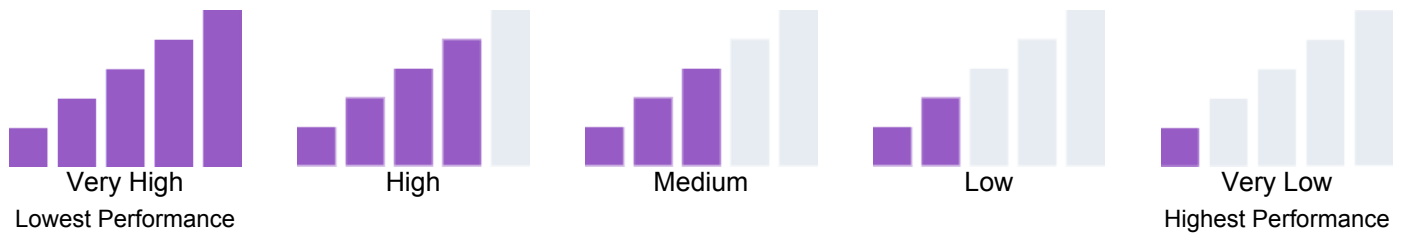
Conclusions based on this data:

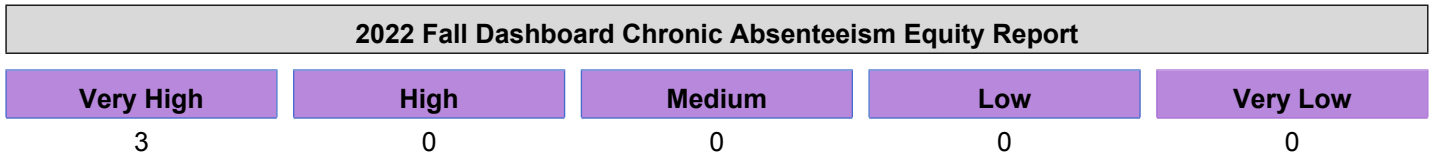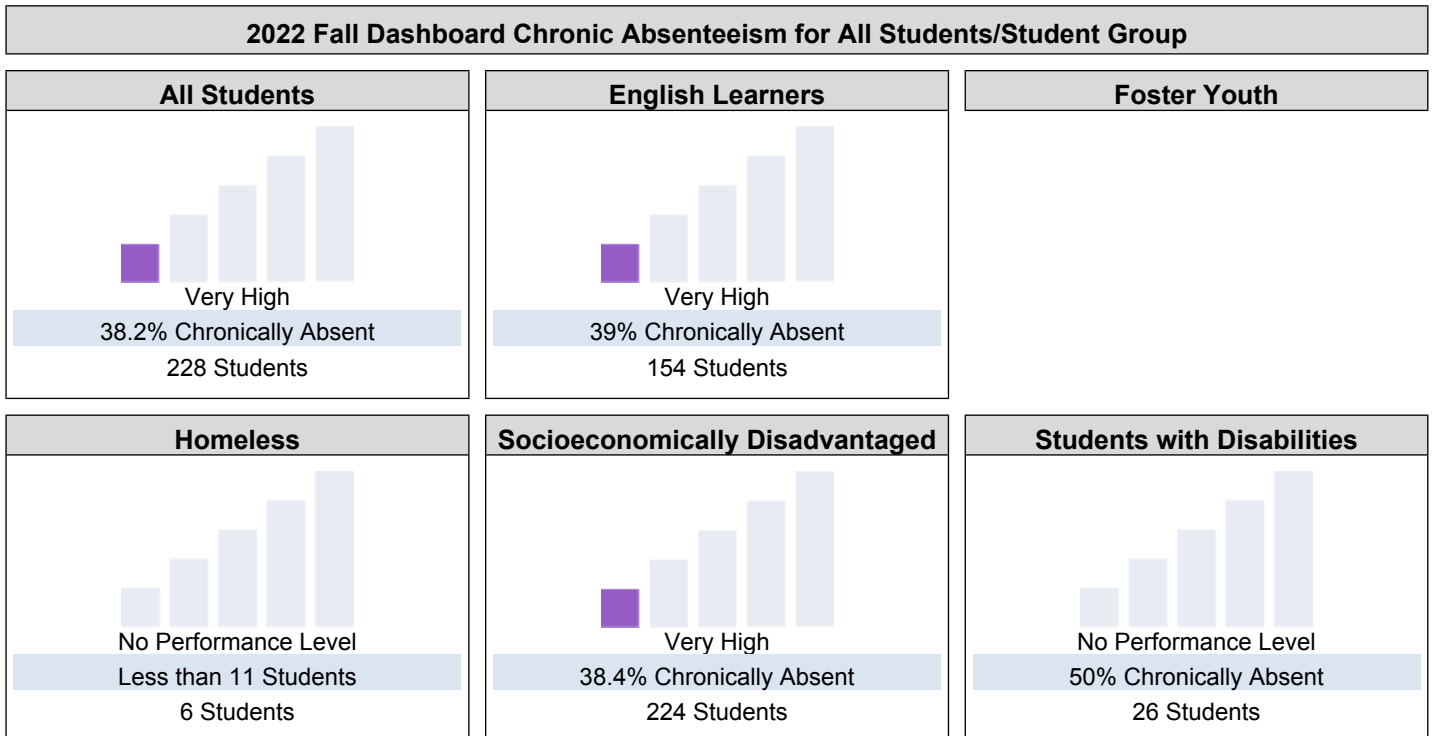**1.**

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
3	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
38.2% Chronically Absent	39% Chronically Absent	
228 Students	154 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	No Performance Level
Less than 11 Students	38.4% Chronically Absent	50% Chronically Absent
6 Students	224 Students	26 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic

Very High

37.9% Chronically Absent

227 Students

White

No Performance Level

Less than 11 Students
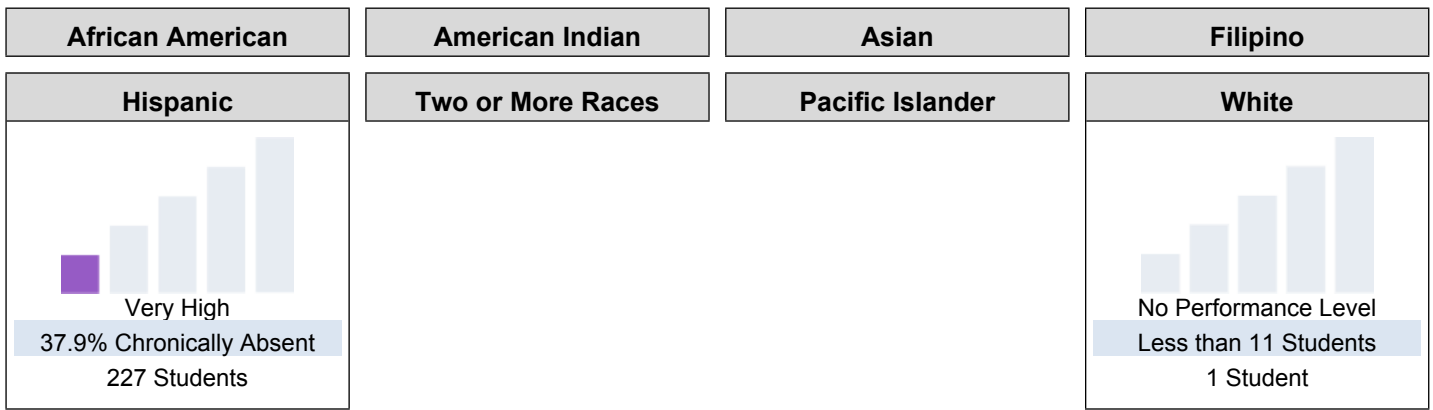
1 Student

Conclusions based on this data:

1. Chronic absenteeism data demonstrates that in terms of the total population of students, we have increased in this metric by 1.3%.

2. We will continue with recognizing perfect attendance rewards as a positive incentive for students and we have also increased our efforts to communicate with parents on student absences.

3. SARB meetings were scheduled as needed; the standard for attendance has changed within Ed Code and therefore, has changed our attendance policies here within the district.
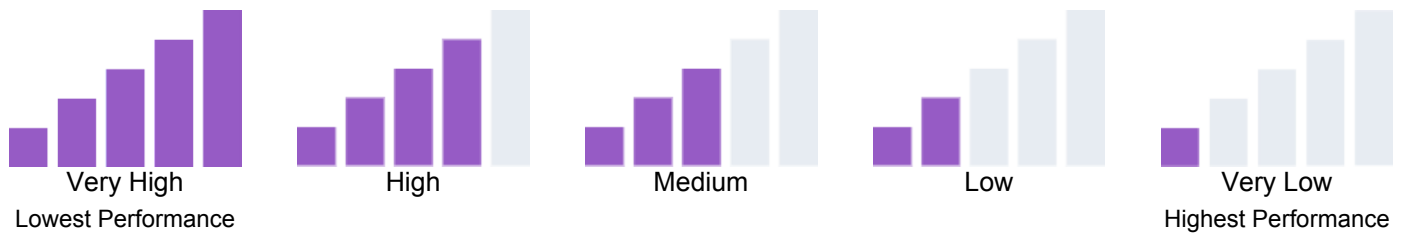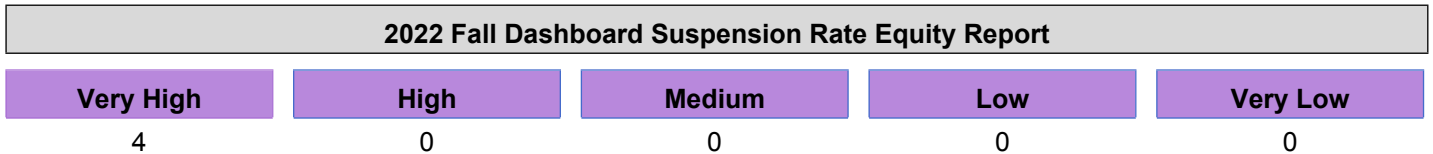
School and Student Performance Data

Academic Engagement
Graduation Rate

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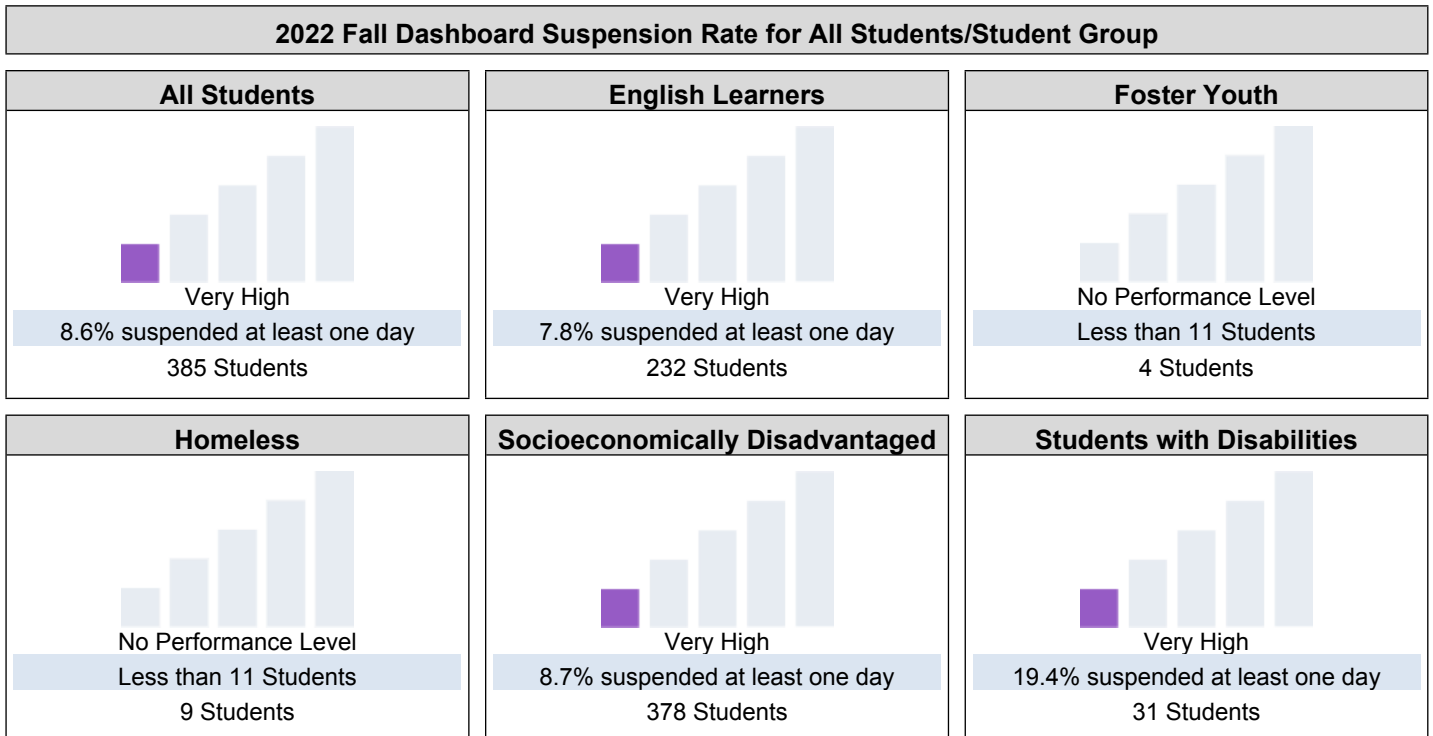
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	0	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
8.6% suspended at least one day	7.8% suspended at least one day	Less than 11 Students
385 Students	232 Students	4 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	8.7% suspended at least one day	19.4% suspended at least one day
9 Students	378 Students	31 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino

No Performance Level

Less than 11 Students

2 Students

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

Very High

8.8% suspended at least one day

377 Students

White

No Performance Level

Less than 11 Students
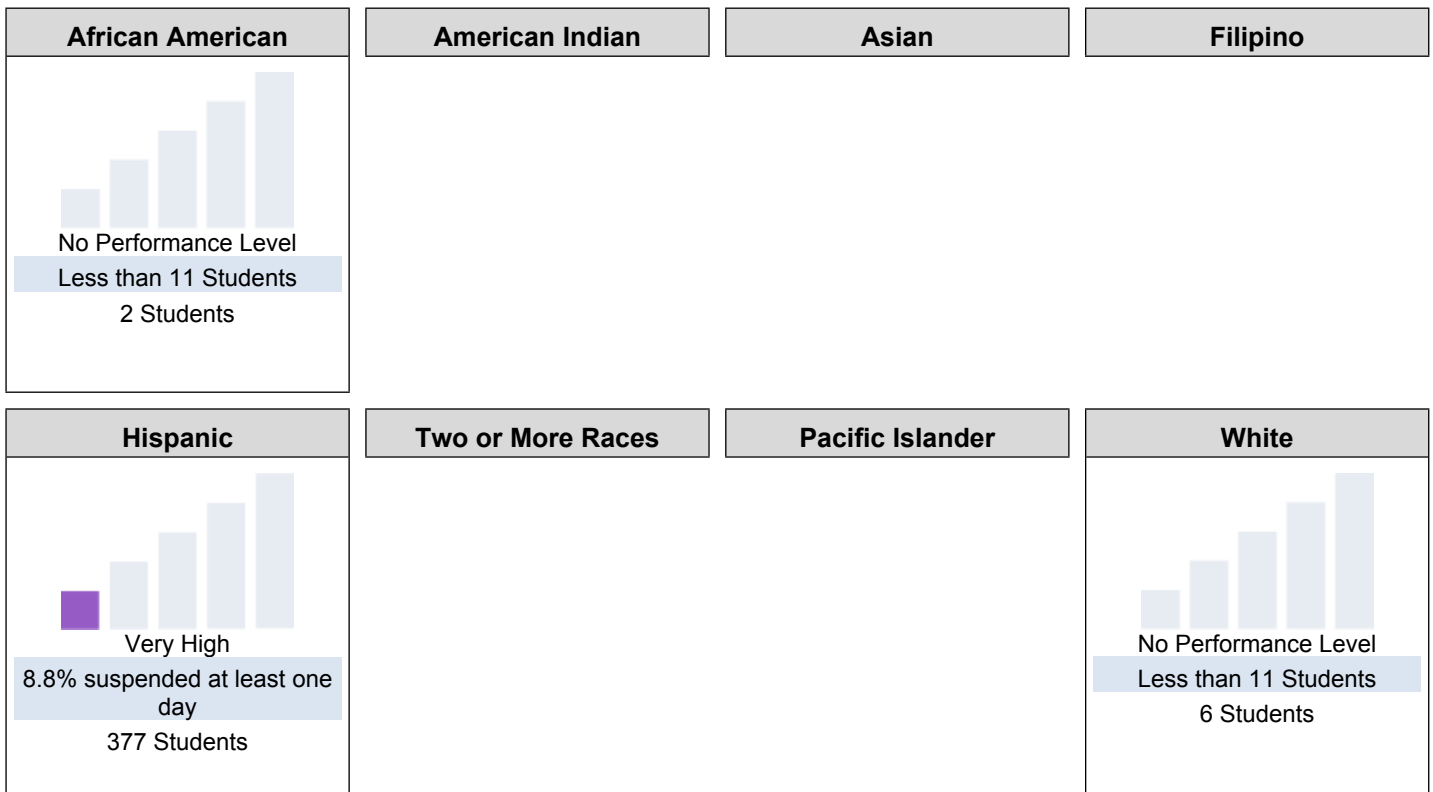
6 Students

Conclusions based on this data:

1. The majority of students at KCES are classified as EL; therefore, the fact that ELs are the largest subgroup identified under suspension correlates to the demographic of our EL population

2. There has been an increase in the number of suspensions for all students and subgroups; we have increased our knowledge and implementation of PBIS practices and strategies when working with students.

3. Overall, there has been a increase of suspensions in 21-22, however, we have seen improvement in behavior overall for grades TK-4 with the establishment of the PBIS rewards program.

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

Priority 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.

Goal 1

Engage in research-based instructional practices that are focused on essential standards in core curricular subjects and provide learning opportunities for all students. Improve student academic achievement in all core subject areas(ELA, Math, Science/STEM, Social Studies and Physical Education), infusing technology and digital resources to enhance learning. Additionally, embed integrated ELD practices in lessons, when appropriate, to support language acquisition for English Learners. Improve foundational literacy knowledge and skills for all students, especially those in TK-3 grades through support from consultants and professional development opportunities for teachers. Continue to support teaching and learning through the development and use of research-based instructional practices. Provide extended learning and teaching opportunities through a tiered intervention model to further support at-risk or struggling students, with a particular focus on English Learners in the areas of ELA and mathematics. (Metrics: STAR, ELPAC, Curricular Assessments) (Metrics: STAR, ELPAC, Curricular Assessments)

Identified Need

Over 60% our student population has been identified as English Learners and they have typically not met standards on standardized state exams.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics State Priority 2: 2A.. Implementation of State Standards 1. English Language Arts 2. Math 3. English Language Development 5. Health Education Content Standards 6. History-Social Science 7. Model School Library Standards 8. Physical Education Model Content Standards 9. Next Generation Science Standards	ELA: 25.12% Met or Exceeded Standard Math: 9.91% Met or Exceeded Standard STAR Early Literacy: 36.2% of students scored at or above typical growth (35th current SGP) STAR Reading: 57.7% of students scored at or above typical growth (35th current SGP) STAR Math: 57% of students scored at or above typical growth (35th current SGP)	ELA: Increase to 37.68% of students meeting or exceeding standard Math: Increase to 12.88% of students meeting or exceeding standard STAR Early Literacy: Increase to 57.4% of students scoring at or above typical growth (35th current SGP) STAR Reading: Increase to 64% of students scoring at or above typical growth (35th current SGP) STAR Math: Increase to 63% of students scoring at or above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
10. Visual and Performing Arts 2B. EL access to CCSS and the ELD standards	ELD: ELPAC-36.7% of English Learners are making progress toward English language proficiency Model School Library: 100% of students have access to the library daily Physical Fitness Test: 90.7% of students participating in the physical fitness test Science CAST(5th & 8th grades): 6.67% Met or Exceeded Standard 2B EL Access: ELPAC- 36.7% of English Learners are making progress toward English language proficiency	typical growth (35th current SGP) ELD: ELPAC - Increase to 42.02% of English Learners making progress toward English language proficiency Model School Library: Maintain 100% of student access to the library daily Physical Fitness Test: Increase to 100% of student participation in the physical fitness test Science CAST-Increase to 10.05% of students meeting or exceeding standard 2B EL Access: ELPAC - Increase to 42.02% of English Learners making progress toward English language proficiency
Metrics State Priority 4 Pupil Achievement 1. Statewide Assessments 3. EL progress as measured by ELPAC 4. EL reclassification rate	Statewide Assessments: ELA: 11.32% of EL students Met or Exceeded Standard Math: 7.61% of EL Students Met or Exceeded Standard STAR Early Literacy: 28.6% of EL students scored at or above typical growth (35th current SGP) STAR Reading: 46.5% of EL students scored at or above typical growth (35th current SGP) STAR Math: 55.4% of EL students scored at or above typical growth (35th current SGP) ELPAC- 36.7% of English Learners are making progress toward English language proficiency EL Reclassification: Currently 13 EL students have been reclassified	Statewide Assessments: ELA: Increase to 16.98% of EL students meeting or exceeding standard Mathematics: Increase to 11.42% of EL students meeting or exceeding standard ELPAC: Increase to 42.02% of English Learners making progress toward English language proficiency STAR Early Literacy: Increase to 57% of EL students scoring at or above typical growth (35th current SGP) STAR Reading: Increase to 56.4% of EL students scoring at or above typical growth (35th current SGP) STAR Math: Increase to 65.3% of EL students scoring at or above typical growth (35th current SGP) EL Reclassification: Increase by 3 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics State Priority 7 Course Access: 7A) 1.Course Access for Grades TK-5 2. Course Access for Grades 6-12	Course Access TK-5: 100% Course Access 6-8: 100%	Course Access TK-5: 100% Course Access 6-8 100%
7B) Programs and services developed and provided for unduplicated students .	Programs & Services: 100% of unduplicated students are provided programs and services.	Programs & Services: Maintain 100% of unduplicated students with programs and services.
7C) Programs and services developed and provided for individuals with exceptional needs	Programs & Services Exceptional Needs: 100% of exceptional needs students are provided programs and services.	Program & Services: Maintain 100% of exceptional needs students with programs and services.
Metrics State Priority 8 Pupil Outcomes 6.Visual and Performing Arts 7.CTE 8. Applied Arts 9. Electives as applicable.	Pupil Outcomes: Currently 80% of students are being served by arts, CTE, applied arts, and/or electives.	Increase to 100% of access to students served by arts, CTE, applied arts, and/or electives.

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 will be served with this goal and said strategies.

Strategy/Activity

Meaningful classroom instruction using research-based strategies.
Provide professional development, teacher mentoring/coaching, and instructional resources/supplies throughout the academic school year to support the implementation and practice of research-based instructional strategies (such as Achievement Teams). Additionally, to support student achievement by providing literary resources, cross-curricular hands-on STEM activities (such as Project Lead the Way), and a technology-infused curriculum throughout all grade levels. The instructional support staff will also be a resource to support said strategies and activities. Finally, to support any relevant in-person experiences related to the subject matter, such as extended learning opportunities to provide real-world connections to the content.

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)
6,500.00	Title I 4000-4999: Books And Supplies Instructional Supplies to support learning and teaching.
1,000.00	Title I 4000-4999: Books And Supplies resources for teacher collaboration, Achievement Teams
4,097.00	Title III 4000-4999: Books And Supplies Provide multilingual library books to support family literacy, additional supplies for ELD instruction and support.
11,200.00	Title I 5000-5999: Services And Other Operating Expenditures Extended learning opportunities, such as field trips, Saturday School and after school intervention.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students or students identified as "at risk", as indicated by formative assessments in core subject areas, such as reading, language arts and mathematics.

Strategy/Activity

Embedded intervention and tutorial sessions for students who have been identified as in need of these additional instructional supports. Recognition and incentives for students who have been redesignated or demonstrated progression in English Language proficiency using data from standardized metrics.

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)
17,000.00	Title I 1000-1999: Certificated Personnel Salaries Intervention and tutorial sessions beyond the teacher duty day.
6,892.00	Title I 2000-2999: Classified Personnel Salaries Intervention and student support beyond the duty day.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be served due to being a schoolwide Title I school.

Strategy/Activity

Professional development opportunities will be provided to staff to support implemenation and refinement of research based instructional practices in the classroom for all core subject areas and ELD.

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)
6,300.00	Title I 5000-5999: Services And Other Operating Expenditures Targeted virtual and/or in-person professional development such as conferences, webinars, training for staff to support all student
7,000.00	Title III 5000-5999: Services And Other Operating Expenditures Targeted virtual and/or in-person professional development such as conferences, webinars, training for staff to support all student

Annual Review

SPSA Year Reviewed: 2021-22

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.

The tutorial sessions and extended learning opportunities were provided to students in a consistent manner that met the needs of a targeted population for reading, as measured by CAASPP and STAR scores; there was a definite increase in student achievement scores for those students who attended tutorial sessions consistently. However, there were a significant number of students who chose not to attend after school intervention, perhaps due to the virtual format in which it was offered.

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

The budget fell short of the needs of the site and the district was able to allot additional funding for said items and tasks.

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.

An increase in the amount budgeted for tutorial sessions has been increased to meet the needs of students, as found in Activity 2.

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

Priorities 1: Basic 5. Pupil Engagement 6: School Climate

LEA/LCAP Goal

The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Goal 2

Provide supportive and safe digital learning environments that furnish all students with equitable opportunities to access the curriculum and learning through the use of technological tools and digital resources. Support a positive school environment and social-emotional learning for both team members parents and students, which include the PBIS rewards program, and special events such as Literacy Nights, Math Night, Art Night, etc.

Identified Need

Need to ensure that all students curricular resources and learning tools. Through social emotional learning, parent involvement, and a positive school culture we will help both staff and students to develop an awareness of the importance of social emotional health, foster compassion and respect for others, and empower students to achieve their best. We will also continue to provide students and parents with activities and events that support a positive school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.State and Local Assessments	100% of students have access to take local and state assessments digitally to monitor progress towards standard mastery.	Maintain access to digital resources in order to take local and state assessments digitally to monitor progress towards standard mastery.
1B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Through an annual check through our county office of education, each student is guaranteed sufficient and viable curriculum.	Compliance in accordance with the Williams Act.

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)

This would be for all students enrolled at KCES.

Strategy/Activity

Continue to provide support for students to engage in a digital format for learning and academic assignments/activities, as assigned by their teachers. Provide teachers with digital tools necessary to support student 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)
5000.00	Title I 4000-4999: Books And Supplies Technology resources

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are in need of additional support, such as with academics, behavior and mental health/emotional support. Provide students with opportunities to be recognized for academic and behavior progress in alignment with our Student of the Month assemblies and PBIS Rewards program.

Strategy/Activity

Administration, in coordination with our PBIS aide, will utilize appropriate resources to provide the support necessary to students in need of assistance with social/emotional, academics and behavior. Additionally, will contribute work efforts in helping our school continue to grow and sustain a culture of positivity and connectedness for all. ELAC, School Site Council meetings, Literacy activities, and school spirit activities. Additionally, SEL and PBIS strategies are enacted and utilized by the staff in conjunction with the administration.

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)
44,385.00	Title I 1000-1999: Certificated Personnel Salaries Student Support Coordinator @40%
14,647.00	Title I 1000-1999: Certificated Personnel Salaries Certificated benefits-Student support coordinator.
5,542.00	Title I 4000-4999: Books And Supplies

	PBIS and student recognition and rewards. Special event nights, Student of the Month, and other activities at the school site.
3,000.00	Title III 4000-4999: Books And Supplies Student recognition, reclassification recognition

Annual Review

SPSA Year Reviewed: 2021-22

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.

Transitioning back to in person learning presented several challenges due to the changing dynamics of the pandemic. We have continually worked through each challenge as a team, and will continue to pool our resources to provide a rigorous learning environment for our students. The implementation of prior goals that centered on parent and student involvement, along with creating and maintaining a positive school environment, have proven to be successful. Parents provide feedback on specific areas of the curriculum where they feel their children need extra assistance and also advise the school on suggested school wide activities for all stakeholders.

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

We are continually evaluating the technological needs of the site and have allocated further monies to ensure an optimum learning environment for all students.

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.

Additional purchases of technology equipment and devices have been made and we will continue to monitor the connectivity rate for our students and staff to identify any future needs of the site. Support for PBIS strategies and practices, as well as other types of student and staff recognition, will continue to be supported within the school community with activities led by the administration.

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

Priority 2: Student engagement. Priority 3: Parental Involvement.

LEA/LCAP Goal

The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Goal 3

Ensure that communication from the KCES team with parents and students is positive, clear, continuous, and valued. Inform parents so they know and are familiar with the process to communicate with school personnel. The school environment is safe and clean, with signage that assists all visitors to navigate the campus. Both the school team and parents will work together to mutually support the students of KCES. Social-emotional learning, parent involvement, and positive school culture are key to our school's success. By teaching and learning social-emotional competencies, we will help both staff and students to develop an awareness of the importance of social-emotional health, foster compassion and respect for others, and empower students to achieve their best. We will also continue to provide students and parents with activities and other events that support a positive school culture and support the Coyote Core Values.

Identified Need

In gathering feedback from parents during meetings, they would like to ensure that students have the opportunity to continue participation in school wide activities, such as athletics, special assemblies and rallies, to build a sense of team throughout the school, as much as possible. We have also identified the continued need for accessible counseling services for any student who may be in need of mental health and emotional support. Parents and students will continue to have opportunities to share input as valued stakeholders on how to continually improve the climate and culture of the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Feedback from parent meetings, student and parent surveys.	Students have been provided with opportunities to participate in activities that support Coyote Core Values and that are aimed at building self-esteem and school spirit. Parents have been given multiple opportunities to share feedback and opinions on how to improve our school with academics and culture. Also, prior surveys indicated that most parents felt that the school and teachers genuinely	Continued and increased opportunities to share feedback and communicate in partnership with students and parents regarding school climate and culture, and activities that support positive participation. By increasing opportunities to meet and collect feedback from all stakeholders (town hall meetings), as well as school wide activities conducted in adherence with safety

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	care about their child's success.	protocols, students, staff and parents will feel connected and an active part of a positive school climate and community.

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 and parents will be served.

Strategy/Activity

Make use of both digital and mail communication components to ensure parents and students are kept informed and updated regarding school events and activities through monthly calendar of events for parents/community. Use of ParentSquare, Facebook, website and emails to share school-wide information to support and increase parent engagement.

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)
300.00	Title I 5000-5999: Services And Other Operating Expenditures Communication and signage components, family involvement activities and supplies.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and parents will be served.

Strategy/Activity

KCES will continue to provide multiple opportunities for our Coyote students and parents to participate in school-wide assemblies, rallies, and other scheduled activities such as Literacy Night, Art Night, Donuts with Grown Ups, and STEM Night, etc. As well as Coffee with the Principal, SSC, and ELAC to facilitate parent involvement, and purchase light snacks materials, and supplies.

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)
1,000.00	Title I 4000-4999: Books And Supplies supplies and resources- student engagement and needs
3,081.00	Title III 5000-5999: Services And Other Operating Expenditures supplies and resources- student engagement and needs
1,298.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent meeting supplies and materials
1,000.00	Title III 2000-2999: Classified Personnel Salaries translating at school/community events such as STEM & Literacy nights

Annual Review

SPSA Year Reviewed: 2021-22

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 COVID restrictions lifted throughout the year, our school was able to support more student and parent engagement 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.

The site funding has been sufficient, due to supplemental monies provided 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 anticipate an increase in activities that will help to create and sustain a positive school culture for all students, team members and parents. There will continue to be intentional efforts to ensure that communication between the school and our parent population is clear and consistent regarding all important matters school related.

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	$138444.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$139,242.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$119,766.00
Title I Part A: Parent Involvement	$1,298.00
Title III	$18,178.00

Subtotal of additional federal funds included for this school: $139,242.00

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

State or Local Programs	Allocation ($)
	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $139,242.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	119336.00	119,336.00
Title II Part A: Improving Teacher Quality	0	0.00
Title III Part A: Language Instruction for LEP Students	19108.00	19,108.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	119,766.00
Title I Part A: Parent Involvement	1,298.00
Title III	18,178.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	76,032.00
2000-2999: Classified Personnel Salaries	7,892.00
4000-4999: Books And Supplies	27,437.00
5000-5999: Services And Other Operating Expenditures	27,881.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Title I	76,032.00

2000-2999: Classified Personnel Salaries	Title I	6,892.00
4000-4999: Books And Supplies	Title I	19,042.00
5000-5999: Services And Other Operating Expenditures	Title I	17,800.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,298.00
2000-2999: Classified Personnel Salaries	Title III	1,000.00
4000-4999: Books And Supplies	Title III	7,097.00
5000-5999: Services And Other Operating Expenditures	Title III	10,081.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,989.00
Goal 2	72,574.00
Goal 3	6,679.00
Goal 4	0.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ana Rosas	Principal
Patty Jacobo	Classroom Teacher
Denise Pedersen	Classroom Teacher
Silvia Machado	Other School Staff
AnaMarley Martinez	Other School Staff
Matilde Diaz	Parent or Community Member
Patti Hernandez	Parent or Community Member
Lleime Rodriguez	Parent or Community Member
Flor Arechiga	Other School Staff
Georgina Mendoza	Parent or Community Member
Tanya 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
	Other: School Site Council

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 1.23.23.

Attested:

Principal, Ana Rosas on 02.02.23
SSC Chairperson, Silvia Machado on 02.02.23

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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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