School Year:	2023-24

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John F. Kennedy Elementary School Jessica Morrow jessica.morrow@desertsands.us	33-67058-6031975	March 23, 2023	

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Socio-Economically Disadvantaged and Students with Disabilities

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

John F. Kennedy Math and Science Magnet School promotes individual academic success for every student and provides opportunities for success by instilling core values- behavior expectations and creating inquiry-based learning environments. Our school is located in the northwestern region of Indio. We have 446 students enrolled, including 10.8% in special education. 47.3% qualify as English Language Learners. We have 85% free breakfast, lunch, and supper under the Community Eligibility Program. It is our goal at Kennedy Elementary to provide our future workforce with the necessary skills to obtain careers in the fields of science, technology, engineering, and mathematics. As a schoolwide Title I school all students receive a standards-based, challenging curriculum by dedicated professional staff. We

accommodate individual learning styles while maintaining high, obtainable, expectations for students. Our funding focuses on the continual evaluation of student progress and achievement. This helps us refine the instructional program so students can achieve academic proficiency. Staff and parents work together to create a learning environment that promotes academic and social development. Students will learn in an environment that teaches perseverance, responsibility, and respect and seeks to develop learning and leadership as a lifelong adventure. Understanding our educational program, student achievement, social-emotional support, and curriculum development can assist both our school and the community in ongoing program improvement. Together, through hard work and a commitment to succeed, our students will be challenged to reach their maximum potential.

"Children are the world's most valuable resource and its best hope for the future."
John F. Kennedy, 1963

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Kennedy's SPSA highlights for the 2022-2023 school year focused on early literacy, intervention, and MTSS support. Teachers received professional development in both iReady and Phonics for Reading to support student growth and development. Intervention times were added to support grades TK-2 in early literacy and we brought in the Read With Me volunteer program to work with our students in small groups and provide more individualized support. Morning announcements also helped us to bring focus to our plan for both students and staff. During announcements we highlighted our behavioral expectations (PAWs) for MTSS, progress on academic measures, and brought forward social emotional learning strategies.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Kennedy's progress to LCAP Goal 1, using the district's iReady assessment (fall and winter diagnostics) show all grade levels increased in their placement in ELA and Math.

Percentage of Progress to On Grade Level Placement for Winter iReady Reading 2023 from Fall 2022
All: from 2% to 21%
EL: 8% to 25%
SWD: 1% to 12%
SED: 10% to 35%

Percentage of Progress to On Grade Level Placement for Winter iReady Math 2023 from Fall 2022
All: 1% to 14%
EL: 1% to 23%
SWD: 1% to 14%
SED: 1% to 15%

We've used this data to plan our small group interventions and identify plans for the 2023-2024 school year to improve student success.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Supporting our Students with Disabilities and our Homeless/Foster students continues to be the biggest area of need for our site. In the 2022/23 school year, Kennedy Elementary has been placed into ATSI to help support these two groups. Our SDC program has begun using iReady data for some students and we began implementation of the new curriculum for our severely handicapped class. This will help with progress monitoring and needed support.
Students with Disabilities and Homeless/Foster students have been specifically selected for before and after school interventions through our E-LOP program. In addition, throughout the school day we are providing specialized support and data collection. Using the MTSS, iReady, Phonics for Reading, and Benchmark, teachers will model and monitor student growth in both language arts and math.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Kennedy Elementary strives to ensure equality for all students and works toward closing the achievement gaps between student groups. Both Students with Disabilities and Homeless/Foster Youth are areas where we need to improve support. We continue to use iReady, Benchmark, SonDay, and Phonics for Reading and have begun the process of reviewing formative assessments to drive instruction and have begun to vertically align our curriculum to support student understanding and drive instruction. We have also begun to pull students for small group intervention based on formative assessments and iReady data and have an extended day for students to work in small groups after school.
We will support students through our multi-tiered MTSS system and through counseling support. Through MTSS Tier II, our team will meet monthly to look at data and teacher referrals for support. MTSS I will continue to be supported through our expectation matrix and behavior management system. We will continue to support positive behavior and attendance through incentives.

Resource Inequities

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

Students with Disabilities have been identified as a group with a resource inequity through our needs assessment. Our Students with Disabilities (SWD) are performing below the school-wide proficiency rates at -102.5 points below standard in ELA and 102 points below standard in math. Specific actions to address the inequities in the 2022/2023 SPSA will be continued in the 2023/2024 SPSA due to inconclusive data collected. These actions are:
- Instructional Coach who will work to support general education classroom teachers to better understand the needs of Students with Disabilities and English Language Learners. The Instructional Coach will work with teachers to strategically target the areas of deficit such as guided reading groups/small group instruction and coach teachers to address the deficit. The Instructional Coach will specifically target small group instruction and working with homogeneous groups of students to level work and increase student achievement. This will be in both ELA and Math and work to support the ongoing work our school is doing with PLCs - specifically focusing on guided reading instruction.

- After school interventions will target involvement for Students with Disabilities, who are performing below grade level in ELA and Math.
- Professional Development for staff will target how to plan, first, for Students with Disabilities and build best first instruction around strategies that will help our SWD to be successful first.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation
How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

The evaluation and planning process for the SPSA development, evaluation and analysis are reviewed by administration, Leadership Team and School Site Council on a regular basis, School Site Council meetings, ELAC and SAST (Wednesday).

1.SSC Meeting November 17, 2022 - discussion of goals and input in SPSA
2. SSC January 30, 2023-discussion of current SPSA and input.
3. SSC February 16, 2023- evaluation of SPSA
4. SSC March 27, 2023 SPSA approval
5. SSC May 18, 2023 Action planning for 23/24 school year

ELAC
1. November 18, 2022 - discussion of goals and input in SPSA
2. January 27, 2023 - discussion of current data, review SPSA, provide input
3. February 15, 2023 - review data, evaluation of SPSA
4. March 24, 2023 - SPSA recommendations brought to SSC
5. May 18, 2023 - Action planning for 23/24

Impact on the SPSA and the Annual Evaluation
How did these consultations impact the SPSA for the upcoming year?

School Site Council (SSC), Leadership Team, and English Learner Advisory Committee (ELAC) identified following recommendations for the upcoming school year:

Fund a second councilor (to be a part of extended day program) - to support SEL lessons and support students with mental health
Fund a Community Tech - Bilingual (to be a part of extended day program) to support attendance at school, provide parent classes, provide parent/community outreach
Continue and expand our intervention program in ELA
Offer more community outreach and enrichment opportunities for students

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$104,345
Total Centralized Services:	$112, 294
Total Supplemental Concentration Funds	$202,336
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$306,681.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Supplemental Services/Categorical funds are targeted provide supplemental services for all students in order to ensure that students at Kennedy Elementary, especially those who are socioeconomically disadvantaged, English Learners, and Students with Disabilities improve their academic performance in core subject areas. In order to improve student achievement, Kennedy Elementary intends to strategically focus on the following areas: 1) Providing intervention for at-risk students and students not meeting grade level standard (Response to Intervention, training in Rigor/Relevance Framework for all staff will continue, tutoring, FEV Tutor program) , 2) professional development especially in the areas of literacy, writing, and mathematics (Tier 1 Leadership training/collaboration, State and Federal Programs site visitations, Educational Services trainings, and Professional Learning Communities to address rigor, relevance, and learner engagement) 3) implement research-based Best First Instructional strategies using instructional materials that integrate technology and promote data analysis and monitoring of student progress. In addition MTSS strategies and materials will be used to maintain a positive school culture.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.23%	0%		1	0
African American	1.9%	2.06%	2.91%	8	9	13
Asian	0.2%	0.23%	0.22%	1	1	1
Filipino	%	%	0%			0
Hispanic/Latino	94.2%	94.50%	93.5%	405	412	417
Pacific Islander	%	%	0%			0
White	1.2%	1.61%	1.79%	5	7	8
Multiple/No Response	0.7%	0.23%	0.22%	3	1	1
			Total Enrollment	430	436	446

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	73	85	86
Grade 1	65	60	81
Grade 2	78	66	62
Grade3	63	71	73
Grade 4	72	75	65
Grade 5	79	79	79
Total Enrollment	430	436	446

Conclusions based on this data:

1. Our student numbers have changed over the last two years.

2. Kennedy has seen a decrease year to year in kindergarten.

3. Our subgroups are similar from year to year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	204	205	211	47.40%	47.0%	47.3%
Fluent English Proficient (FEP)	13	11	13	3.00%	2.5%	2.9%
Reclassified Fluent English Proficient (RFEP)	9			4.4%		

Conclusions based on this data:

1. Our EL population has been consistent over the last three years.

2. Our initial FEP population increased this year.

3. Our RFEP's percentage shows a slight increase.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	65		0	64		0	64		0.0	98.5	
Grade 4	74	70		0	70		0	70		0.0	100.0	
Grade 5	72	75		0	75		0	74		0.0	100.0	
All Grades	207	210		0	209		0	208		0.0	99.5	

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2353.			6.25			4.69			32.81			56.25	
Grade 4		2367.			1.43			11.43			12.86			74.29	
Grade 5		2400.			4.05			5.41			14.86			75.68	
All Grades	N/A	N/A	N/A		3.85			7.21			19.71			69.23	

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.69			56.25			39.06	
Grade 4		1.43			47.14			51.43	
Grade 5		2.70			51.35			45.95	
All Grades		2.88			51.44			45.67	

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38			46.88			43.75	
Grade 4		0.00			35.71			64.29	
Grade 5		2.70			25.68			71.62	
All Grades		3.85			35.58			60.58	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		9.38			62.50			28.13	
Grade 4		4.29			70.00			25.71	
Grade 5		2.70			70.27			27.03	
All Grades		5.29			67.79			26.92	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.13			57.81			39.06	
Grade 4		2.86			50.00			47.14	
Grade 5		4.05			48.65			47.30	
All Grades		3.37			51.92			44.71	

Conclusions based on this data:

1. Only 3.13% of students are above standard.

2. Our testing data is in line with the iReady data we saw at the beginning of the year

3. Achievement in ELA is a struggle with the majority of our students struggling (the most) in 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	65		0	64		0	64		0.0	98.5	
Grade 4	74	70		0	70		0	70		0.0	100.0	
Grade 5	72	75		0	75		0	75		0.0	100.0	
All Grades	207	210		0	209		0	209		0.0	99.5	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2362.			6.25			9.38			25.00			59.38	
Grade 4		2400.			0.00			5.71			45.71			48.57	
Grade 5		2402.			2.67			6.67			17.33			73.33	
All Grades	N/A	N/A	N/A		2.87			7.18			29.19			60.77	

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.81			25.00			67.19	
Grade 4		0.00			41.43			58.57	
Grade 5		4.00			24.00			72.00	
All Grades		3.83			30.14			66.03	

Concepts & Procedures — Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25			46.88			46.88	
Grade 4		1.43			45.71			52.86	
Grade 5		2.67			40.00			57.33	
All Grades		3.35			44.02			52.63	

Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		7.81			53.13			39.06	
Grade 4		1.43			45.71			52.86	
Grade 5		1.33			44.00			54.67	
All Grades		3.35			47.37			49.28	

Conclusions based on this data:

1. Only 7.81% of students are at grade level.

2. Scores match iReady data from the beginning of the year

3. Our students struggle the most with concepts and procedures so it stands to reason the more complicated tasks would not rise above that baseline.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1390.3	1438.4		1411.2	1449.0		1341.6	1413.5		35	37	
1	1418.9	1406.7		1451.4	1435.7		1385.9	1377.2		33	26	
2	1473.5	1452.8		1477.4	1458.9		1469.1	1446.2		34	33	
3	1461.9	1482.3		1463.3	1479.1		1460.1	1485.1		31	33	
4	1476.0	1496.6		1478.5	1492.9		1473.1	1499.7		35	34	
5	1494.3	1509.2		1488.3	1506.7		1500.2	1511.3		41	35	
All Grades										209	198	

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.86	16.22		40.00	35.14		25.71	37.84		31.43	10.81	
1	3.03	3.85		15.15	15.38		48.48	46.15		33.33	34.62	
2	9.09	0.00		45.45	36.36		36.36	45.45		9.09	18.18	
3	7.14	12.12		21.43	30.30		42.86	39.39		28.57	18.18	
4	6.90	8.82		27.59	41.18		51.72	29.41		13.79	20.59	
5	7.50	11.43		37.50	25.71		37.50	51.43		17.50	11.43	
All Grades	6.06	9.09		31.82	31.31		39.90	41.41		22.22	18.18	

(Total Number of Students columns continued:)

Grade Level	Total Number of Students		
	20-21	21-22	22-23
K	35	37	
1	33	26	
2	33	33	
3	28	33	
4	29	34	
5	40	35	
All Grades	198	198	

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.14	24.32		40.00	35.14		11.43	32.43		31.43	8.11	
1	30.30	15.38		9.09	34.62		42.42	34.62		18.18	15.38	
2	18.18	9.09		51.52	33.33		18.18	45.45		12.12	12.12	
3	17.86	12.12		32.14	51.52		25.00	27.27		25.00	9.09	
4	13.79	32.35		48.28	35.29		31.03	17.65		6.90	14.71	
5	17.50	17.14		55.00	68.57		12.50	5.71		15.00	8.57	
All Grades	19.19	18.69		39.90	43.43		22.73	26.77		18.18	11.11	

(Total Number of Students columns continued:)

Grade Level	Total Number of Students		
	20-21	21-22	22-23
K	35	37	
1	33	26	
2	33	33	
3	28	33	
4	29	34	
5	40	35	
All Grades	198	198	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.86	10.81		2.86	24.32		48.57	54.05		45.71	10.81		35	37	
1	3.03	3.85		6.06	7.69		33.33	26.92		57.58	61.54		33	26	
2	3.03	0.00		39.39	33.33		36.36	27.27		21.21	39.39		33	33	
3	0.00	9.09		10.71	18.18		57.14	36.36		32.14	36.36		28	33	
4	0.00	8.82		10.34	17.65		44.83	35.29		44.83	38.24		29	34	
5	7.50	8.57		12.50	17.14		52.50	42.86		27.50	31.43		40	35	
All Grades	3.03	7.07		13.64	20.20		45.45	37.88		37.88	34.85		198	198	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.86	27.03		51.43	62.16		25.71	10.81		35	37	
1	30.30	26.92		57.58	57.69		12.12	15.38		33	26	
2	15.15	9.09		72.73	84.85		12.12	6.06		33	33	
3	17.86	36.36		50.00	54.55		32.14	9.09		28	33	
4	41.38	44.12		51.72	38.24		6.90	17.65		29	34	
5	27.50	5.71		65.00	82.86		7.50	11.43		40	35	
All Grades	25.76	24.75		58.59	63.64		15.66	11.62		198	198	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.57	24.32		57.14	64.86		34.29	10.81		35	37	
1	21.21	7.69		54.55	76.92		24.24	15.38		33	26	
2	27.27	6.06		57.58	75.76		15.15	18.18		33	33	
3	28.57	15.15		42.86	66.67		28.57	18.18		28	33	
4	13.79	20.59		79.31	58.82		6.90	20.59		29	34	
5	47.50	54.29		35.00	31.43		17.50	14.29		40	35	
All Grades	25.25	22.22		53.54	61.62		21.21	16.16		198	198	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.86	13.51		60.00	70.27		37.14	16.22		35	37	
1	3.03	3.85		27.27	26.92		69.70	69.23		33	26	
2	27.27	6.06		54.55	51.52		18.18	42.42		33	33	
3	0.00	9.09		42.86	48.48		57.14	42.42		28	33	
4	3.45	2.94		44.83	50.00		51.72	47.06		29	34	
5	12.50	8.57		55.00	45.71		32.50	45.71		40	35	
All Grades	8.59	7.58		47.98	50.00		43.43	42.42		198	198	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.86	27.03		48.57	51.35		48.57	21.62		35	37	
1	6.06	0.00		39.39	53.85		54.55	46.15		33	26	
2	3.03	0.00		69.70	87.88		27.27	12.12		33	33	
3	0.00	6.06		78.57	84.85		21.43	9.09		28	33	
4	3.45	20.59		55.17	55.88		41.38	23.53		29	34	
5	5.00	14.29		77.50	62.86		17.50	22.86		40	35	
All Grades	3.54	12.12		61.62	66.16		34.85	21.72		198	198	

Conclusions based on this data:

1. Kindergarten demonstrates the most amount of growth for English Learners

2. We had many attendance issues which is a factor in little EL movement.

3. Less than 1/3 of the student population is proficient is speaking and reading.

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**
436	**93.6**	**47.0**	**1.6**
Total Number of Students enrolled in John F. Kennedy 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	205	47.0
Foster Youth	7	1.6
Homeless		
Socioeconomically Disadvantaged	408	93.6
Students with Disabilities	48	11.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.1
American Indian	1	0.2
Asian	1	0.2
Filipino		
Hispanic	412	94.5
Two or More Races	1	0.2
Pacific Islander		
White	7	1.6

Conclusions based on this data:

1. Kennedy Elementary's student group population is mainly Hispanic-94.5%

2. There is a large group of socioeconomically disadvantaged students at 93.6%

3. Our English Learner students are about 1/2 of our population.
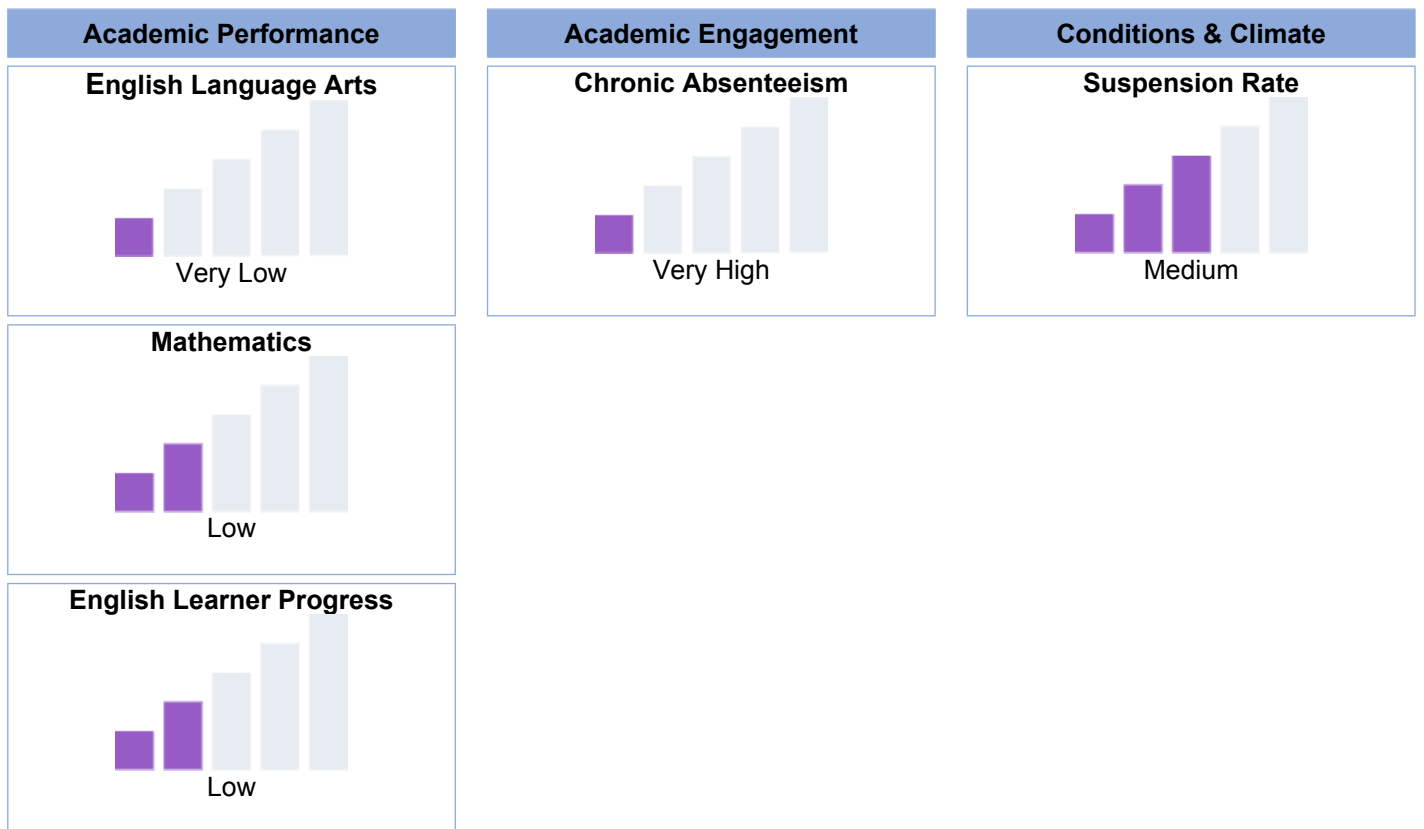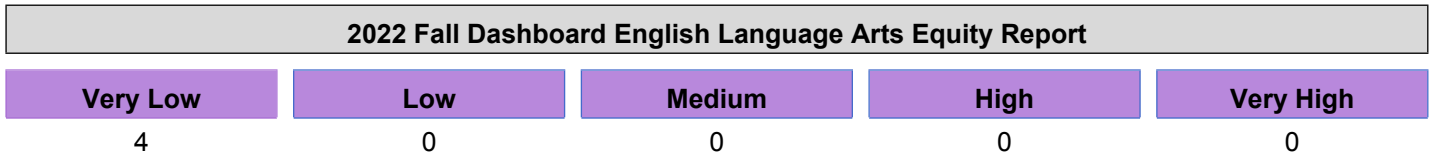
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
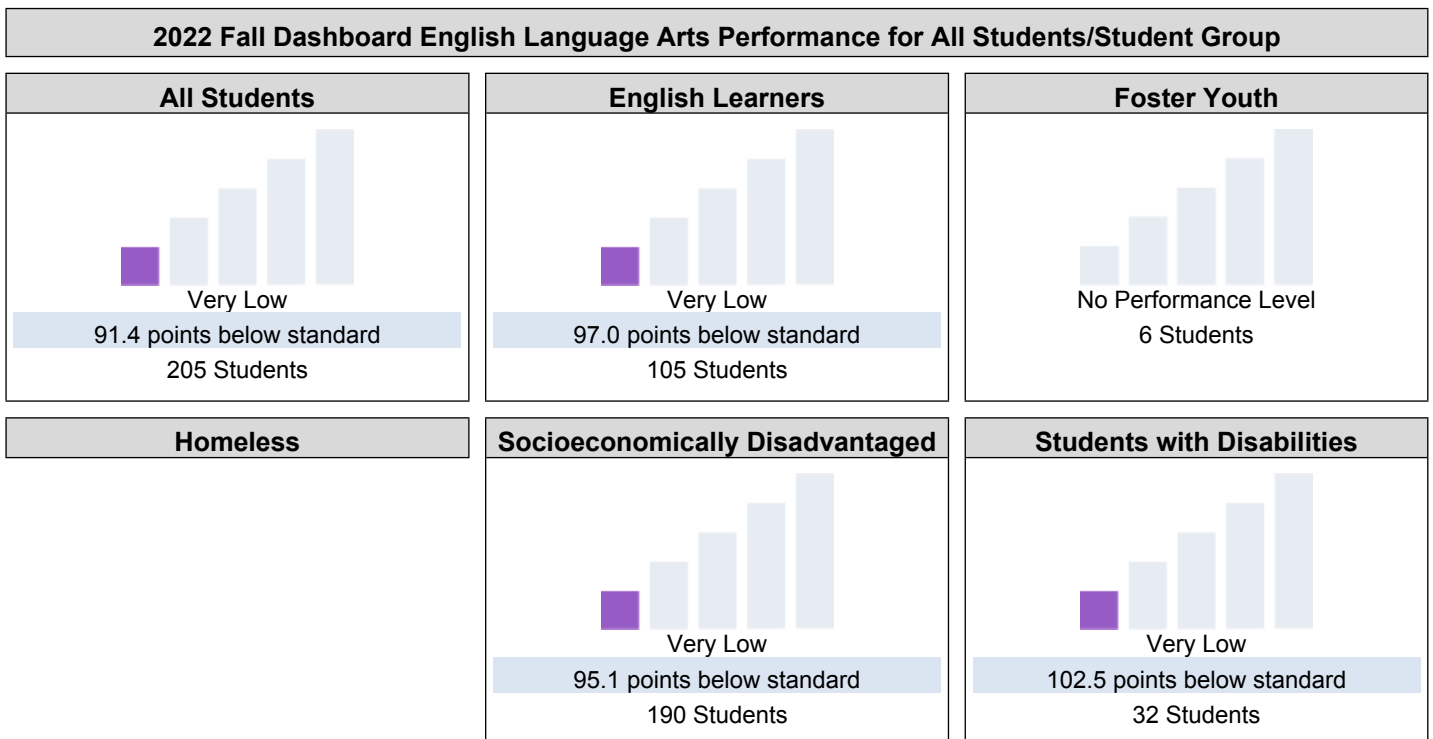
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
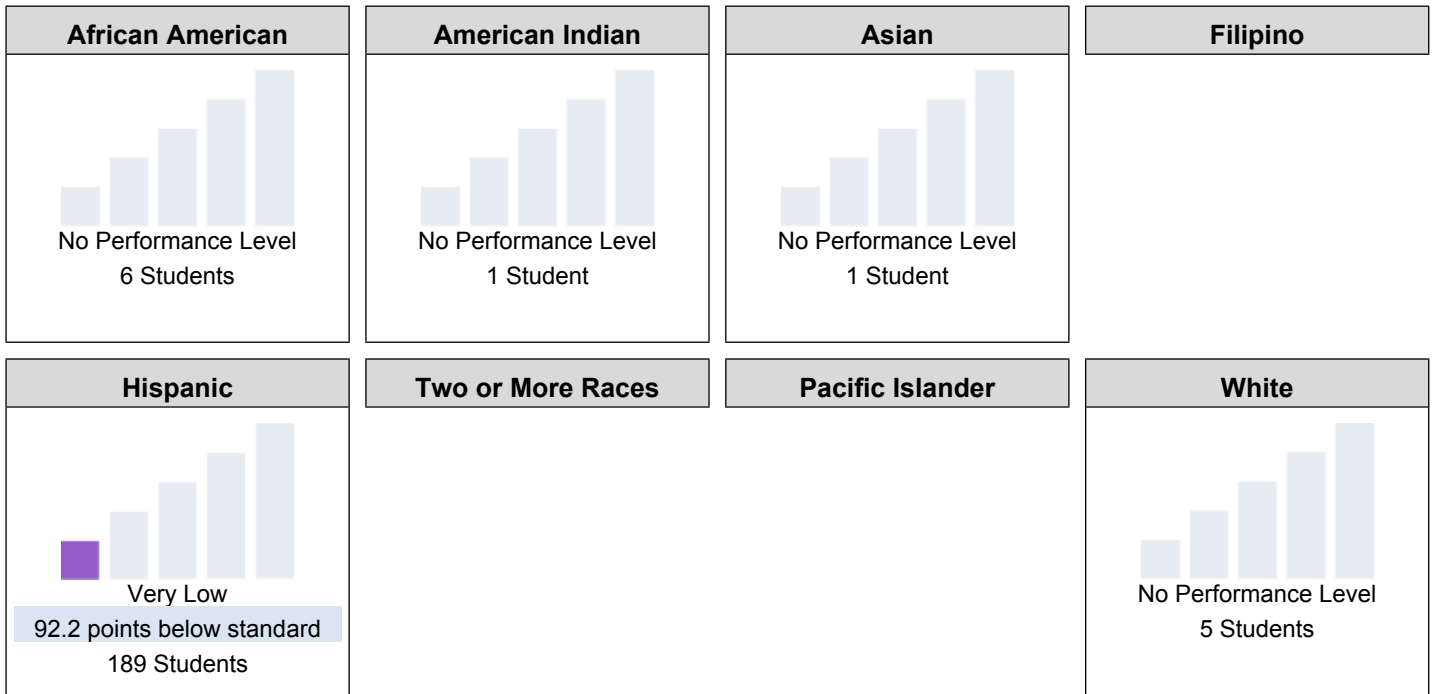
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our chronic absenteeism has increased and will be a focus for Kennedy next year 2023-2024.

2. Suspension rate was high and our focus on changing with the Positive Behavior Support System.

3. English Learner progress has increased slightly

School and Student Performance Data

Academic Performance
English Language Arts

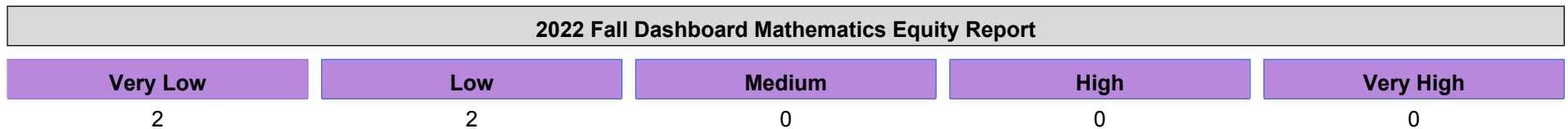Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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**
4	0	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**
Very Low	Very Low	No Performance Level
91.4 points below standard	97.0 points below standard	6 Students
205 Students	105 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Very Low	Very Low
	95.1 points below standard	102.5 points below standard
	190 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
6 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
1 Student

Filipino

Hispanic

Very Low
92.2 points below standard
189 Students

Two or More Races

Pacific Islander

White

No Performance Level
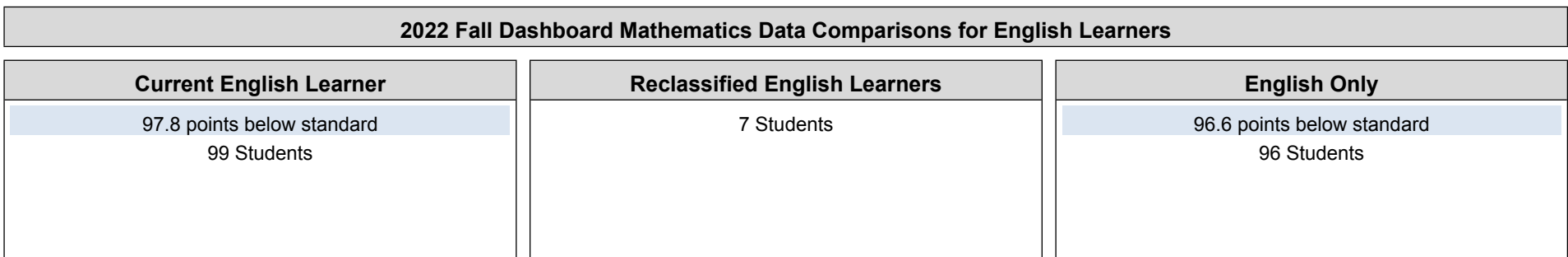5 Students

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

104.3 points below standard

98 Students

Reclassified English Learners

7 Students

English Only

88.5 points below standard

96 Students

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged group still struggles at 95.1 points away from standard

2. Our current EL students will remain a focus at 97.0 points away from standard

**3.** Our students with disabilities went to 102.5 points away from standard

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 Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	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
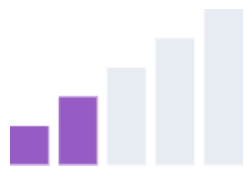
All Students

Low

93.0 points below standard

206 Students

English Learners

Low

92.5 points below standard

106 Students

Foster Youth

No Performance Level

6 Students

Homeless

Socioeconomically Disadvantaged
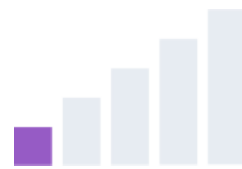
Very Low

96.0 points below standard

191 Students

Students with Disabilities
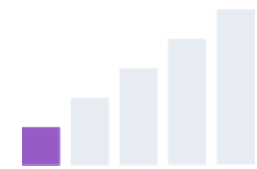
Very Low

102.0 points below standard

33 Students
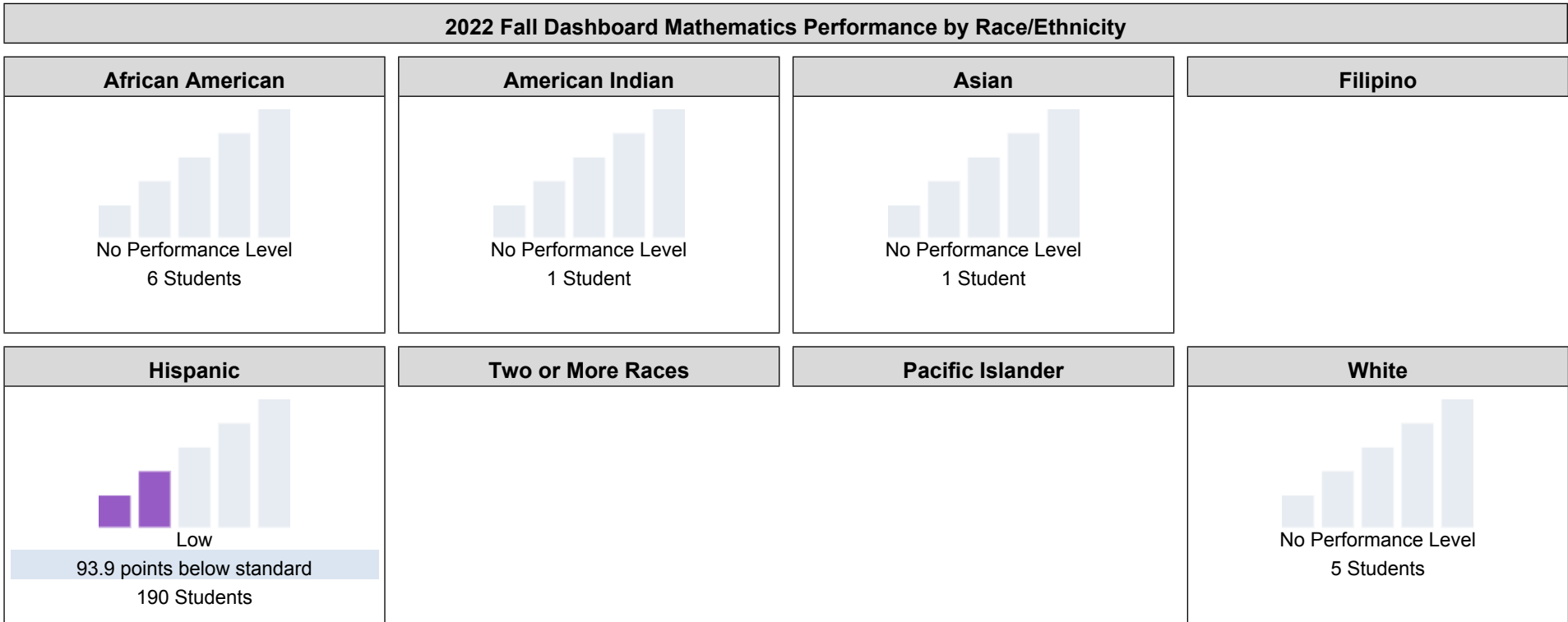
2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

6 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

1 Student

Filipino

Hispanic

Low

93.9 points below standard

190 Students

Two or More Races

Pacific Islander

White

No Performance Level

5 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

97.8 points below standard

99 Students

Reclassified English Learners

7 Students

English Only

96.6 points below standard

96 Students

Conclusions based on this data:

1. Our socioeconomically disadvantaged are 96.0 points from standard

2. Our English Learners are 92.5 points away from standard

3. Overall our Students with Disabilities are 102.0 points away from standard

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

44.7 making progress towards English language proficiency

Number of EL Students: 141 Students

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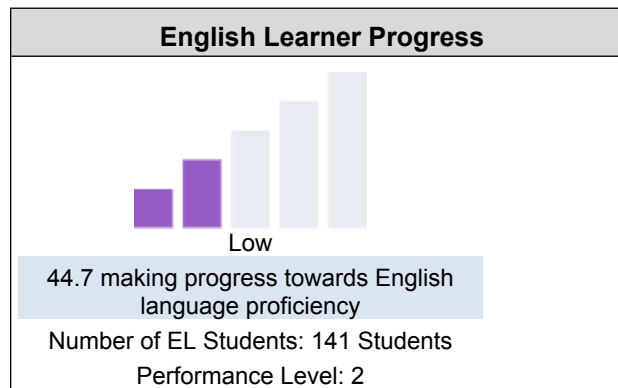
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
27.0%	28.4%	3.5%	41.1%

Conclusions based on this data:

1. A large portion of our English Learners progressed at least one ELPI level

2. More students increased a level than decreased a level

3. Our EL students are in the low performance level

School and Student Performance Data

Academic Performance
College/Career Report

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

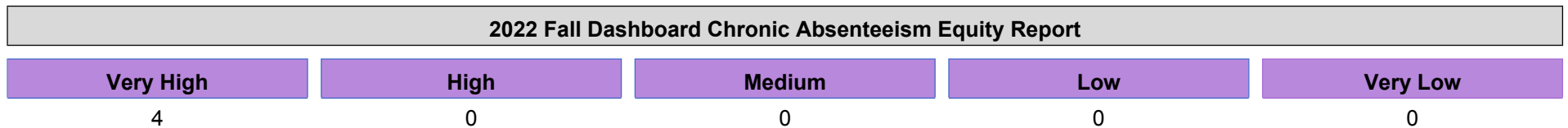**Conclusions based on this data:**

1. not applicable

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**
4	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.
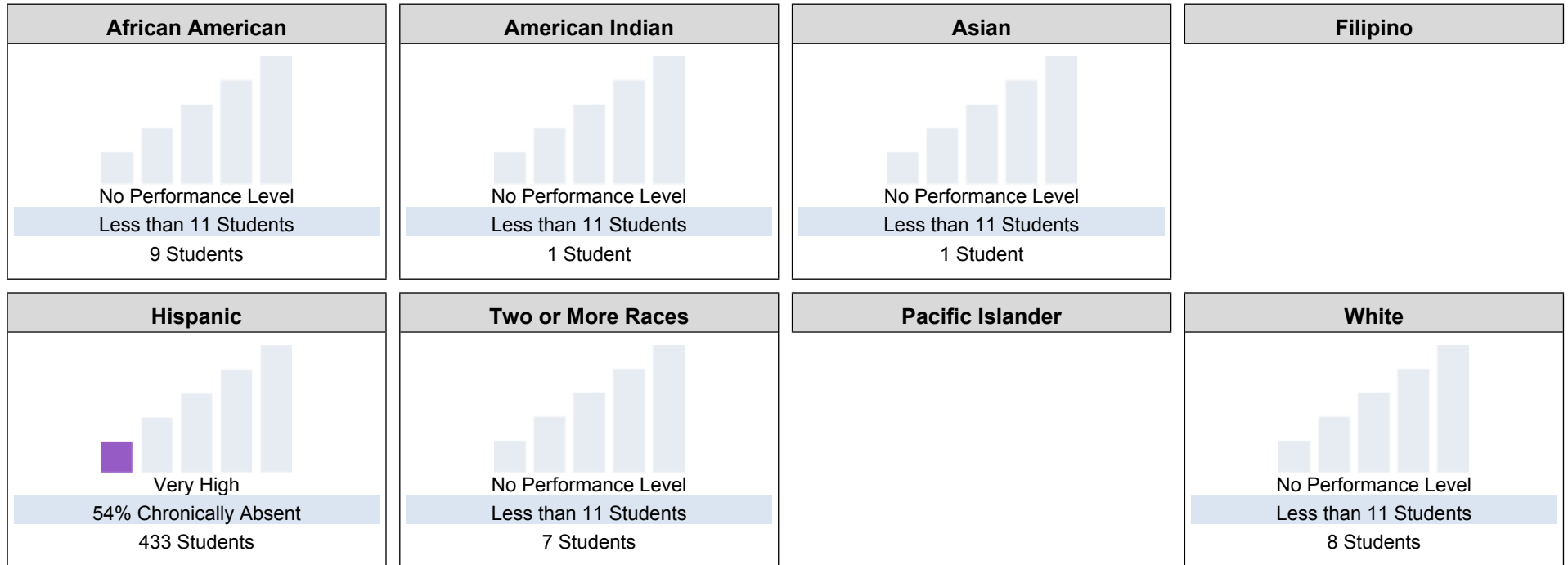
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Very High

52.9% Chronically Absent

459 Students

English Learners

Very High

50.2% Chronically Absent

213 Students

Foster Youth

No Performance Level

56.3% Chronically Absent

16 Students

Homeless

Socioeconomically Disadvantaged

Very High

54.2% Chronically Absent

430 Students

Students with Disabilities

Very High

57.6% Chronically Absent
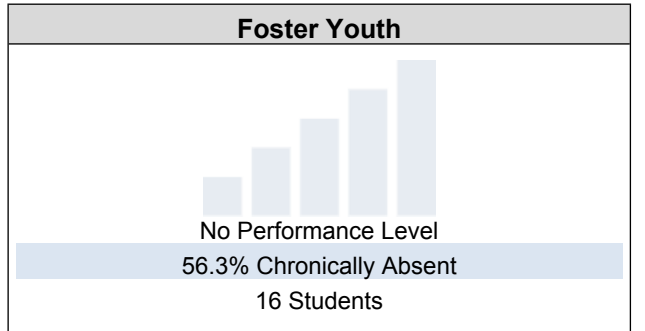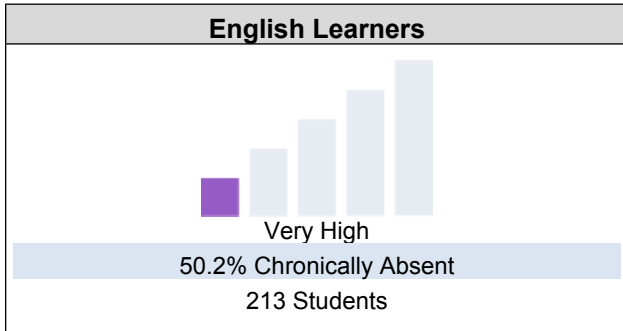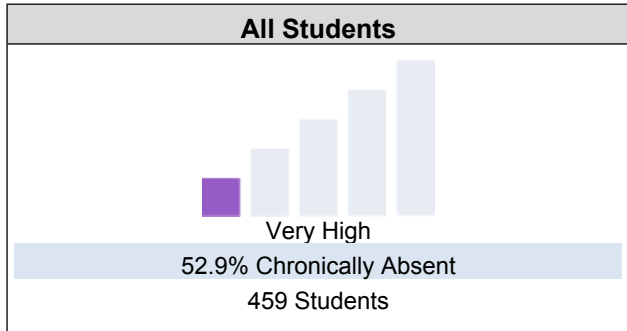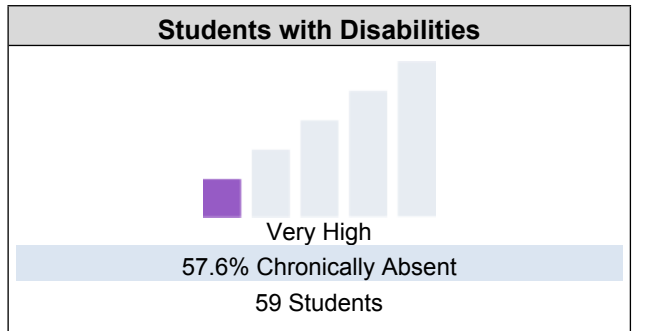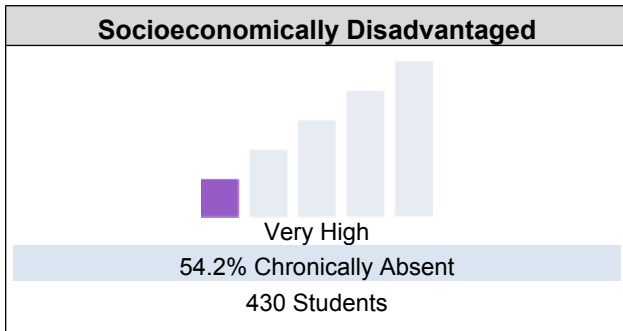
59 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
9 Students	1 Student	1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		No Performance Level
54% Chronically Absent	Less than 11 Students		Less than 11 Students
433 Students	7 Students		8 Students

Conclusions based on this data:

1. Our chronic absenteeism is very high as a school at 52.9%

2. Our socioeconomic disadvantaged students should be our attendance focus for the coming school year as there are the most students in that group and they have a 52.4 absenteeism rate

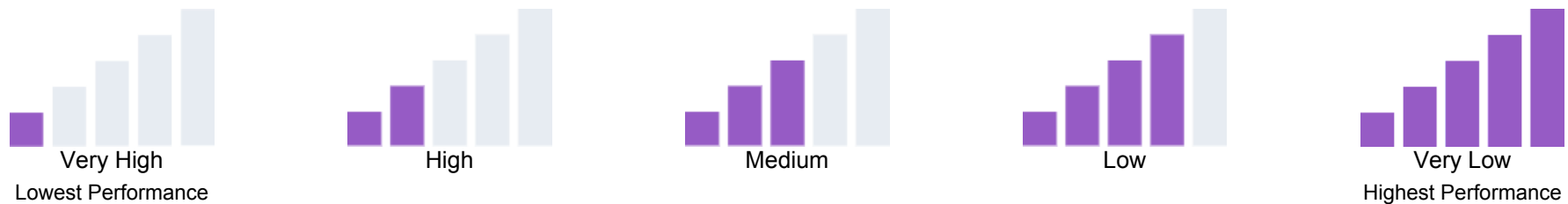3. Most sub groups slightly increased in chronic absenteeism

School and Student Performance Data

Academic Engagement
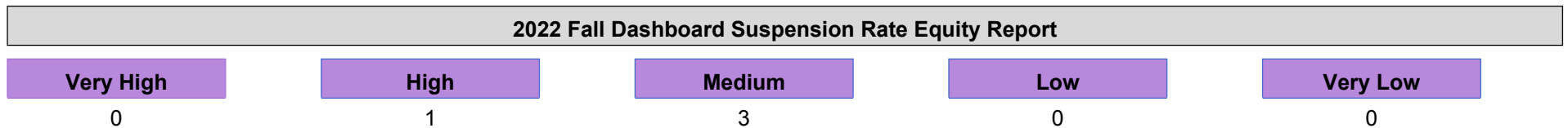## Graduation Rate

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.

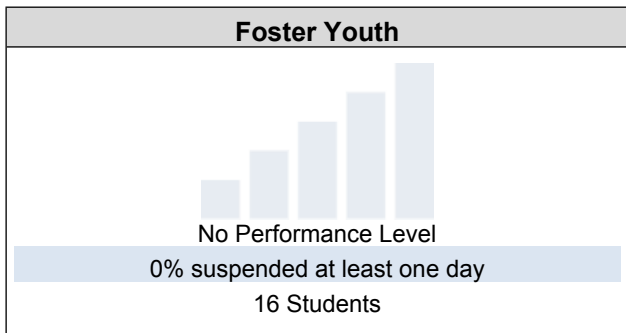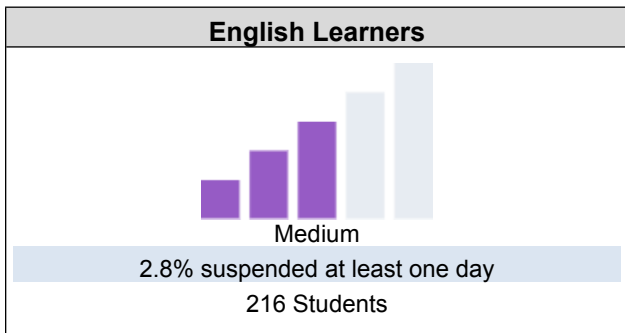| Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

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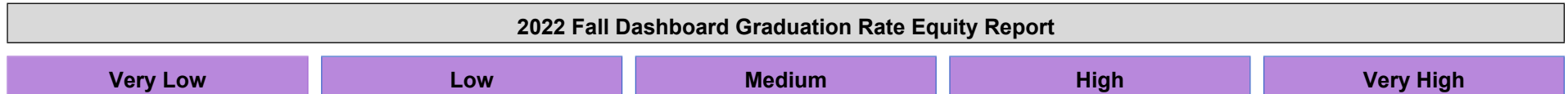
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

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
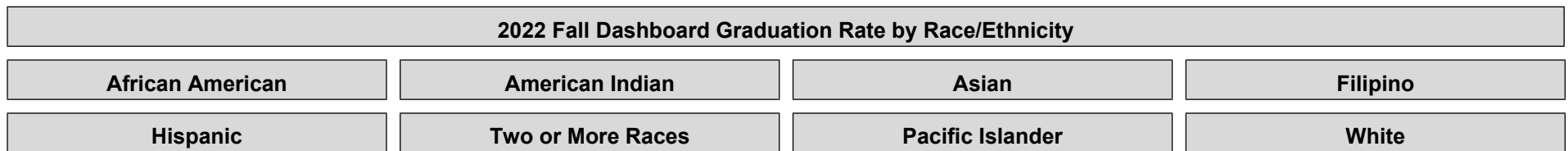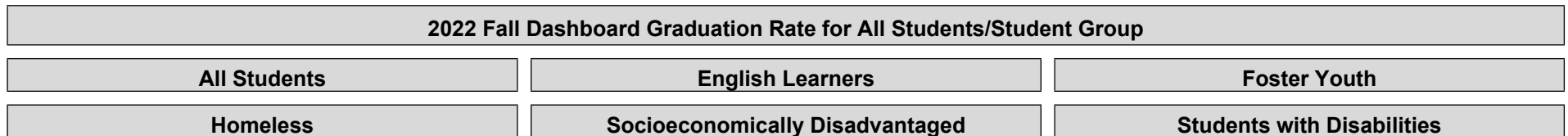
Conclusions based on this data:

1. not applicable

2. not applicable

3. not applicable

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.

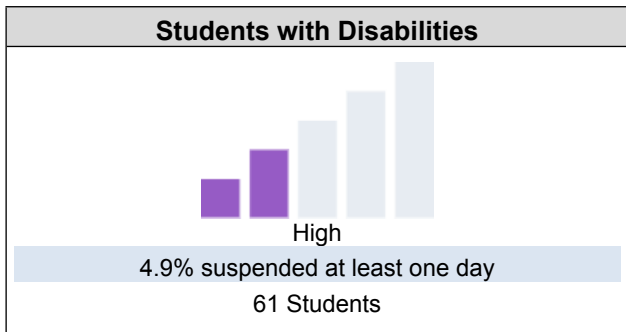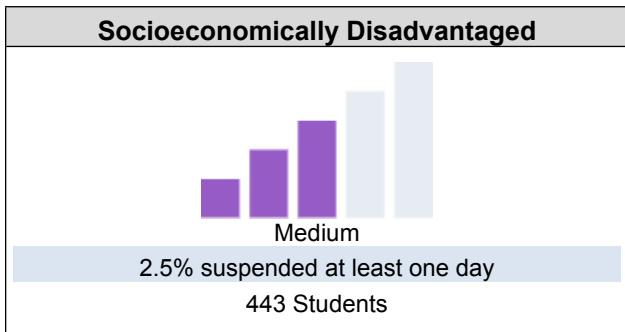| 2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	3	0	0

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.
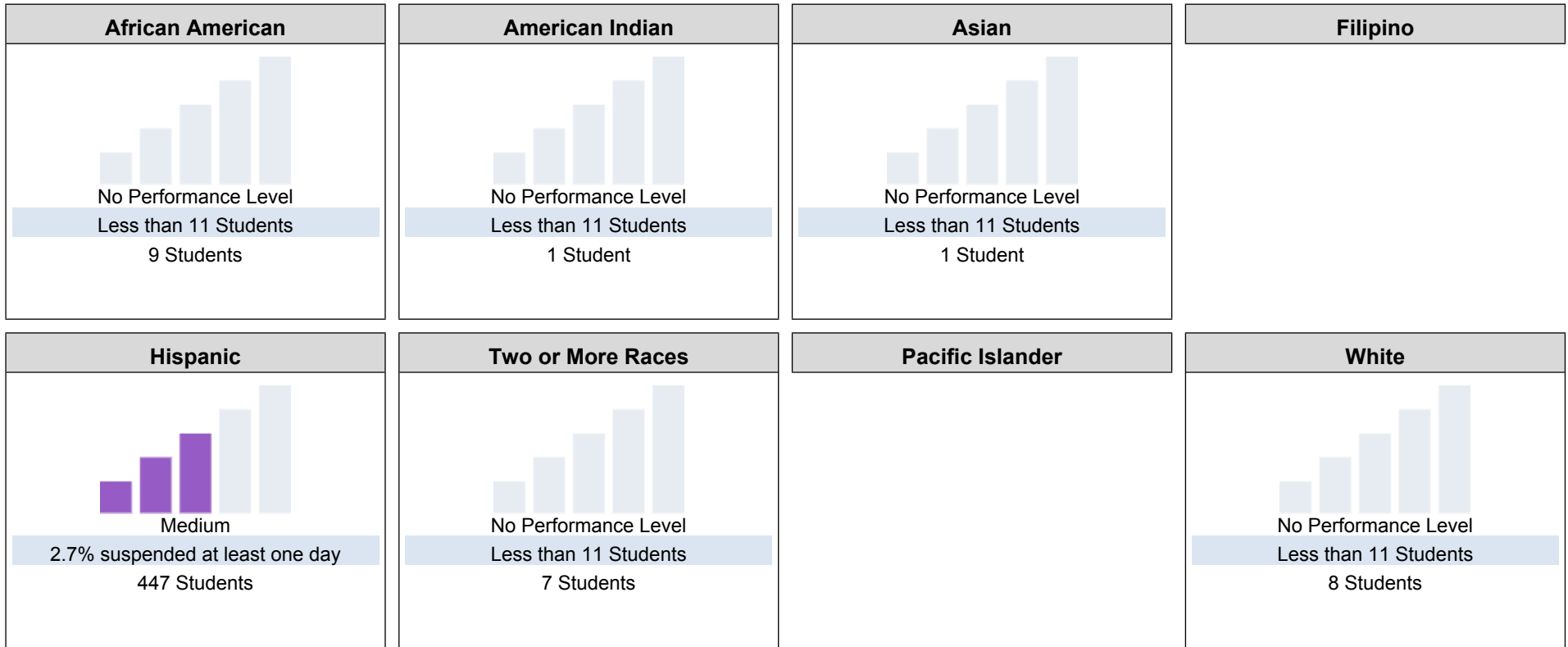
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

2.5% suspended at least one day

473 Students

English Learners

Medium

2.8% suspended at least one day

216 Students

Foster Youth

No Performance Level

0% suspended at least one day

16 Students

Homeless

Socioeconomically Disadvantaged

Medium

2.5% suspended at least one day

443 Students

Students with Disabilities

High

4.9% suspended at least one day
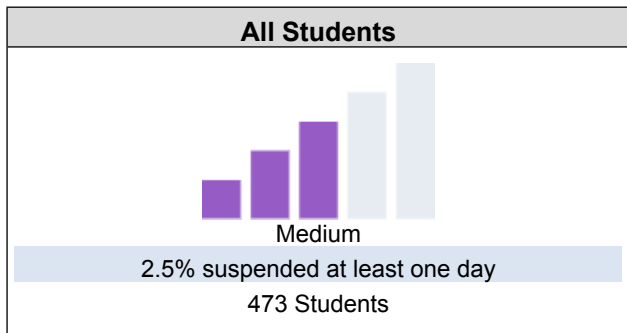
61 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

9 Students

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

No Performance Level

Less than 11 Students

1 Student

Filipino

Hispanic

Medium

2.7% suspended at least one day

447 Students

Two or More Races

No Performance Level

Less than 11 Students

7 Students

Pacific Islander

White

No Performance Level

Less than 11 Students

8 Students

Conclusions based on this data:

1. Kennedy had a slight increase in the suspension rate of all students 2.5%

2. Students with Disabilities increased to 4.9% suspended

3. English Learner suspension rates also increased to 2.8%

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities: ☒ Priority 2: State Standards (Conditions of Learning)

☒ Priority 4: Pupil Achievement (Pupil Outcomes)

☒ Priority 5: Pupil Engagement (Engagement)

☒ Priority 7: Course Access (Conditions of Learning)

☒ Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
-20.5	Academic Indicator ELA: 2022 Percent Proficient for ALL students 11.1%
-20.0	Academic Indicator ELA: 2022 Percent Proficient for-SED - 8.1%
-35.0	Academic Indicator ELA: 2022 Percent Proficient for-SWD - 0%
-21.0	Academic Indicator ELA: 2022 Percent Proficient for-EL- 8%
-33.5	Academic Indicator ELA: 2022 Percent Proficient for-Hispanic- 10.9%
-27.1	Academic Indicator Math: 2022 Percent Proficient for ALL students - 10.1%

Expected Outcomes	Actual Outcomes
-26.7	Academic Indicator Math: 2022 Percent Proficient for SED - 8.1%
-38.2	Academic Indicator Math: 2022 Percent Proficient for SWD - 0%
-26.1	Academic Indicator Math: 2022 Percent Proficient for EL - 11.9%
-27.3	Academic Indicator Math: 2022 Percent Proficient for Hispanic - 10.4%
i-Ready Typical Growth (Winter Diagnostic) All Students ELA 59% EL Students ELA 57% SWD Students ELA 50% Hispanic Students ELA 59% All Students math 58% EL Students math 54% SWD Students math 57% Hispanic Students math 58%	i-Ready Typical Growth (Winter Diagnostic) All Students ELA 21% EL Students ELA 15% SWD Students ELA 19 % Hispanic Students ELA 21% All Students math 14% EL Students math 9% SWD Students math 14% Hispanic Students math 14%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs	Students will receive instruction using standards-based State/District adopted core programs	District	District
All classroom teachers are appropriately assigned and fully credentialed	Students will receive instruction using standards-based State/District adopted core programs	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English	District	District
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC	Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC	Centralized Services	Centralized Services
Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Centralized Services	Centralized Services
Site leadership will participate in the District TRAC/Guiding Coalition process to address identified school wide and district instructional goals.(guest teachers)	Site leadership will participate in the District TRAC/Guiding Coalition process to address identified school wide and district instructional goals.(guest teachers)	Centralized Services Title I 6000	Centralized Services Title I 6000
Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Intervention opportunities were provided for students for math, ELA, and ELD. Due to ELOP funding being available most of the	District Supplemental/Concentration 10000	District Supplemental/Concentration 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	encumbered cost came out of the ELOP budget.		
Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Centralized Services Title I	Centralized Services Title I
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I	Centralized Services Title I
Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling.	Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling.	District Supplemental/Concentration	District Supplemental/Concentration
Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process. (Lead for Tier I and Tier II)	Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process. (Lead for Tier I and Tier II)	Centralized Services Title I 5000	Centralized Services Title I 5000
Provide support for early literacy and continued support for students below grade level(materials, interventions).	Provide support for early literacy and continued support for students below grade level(materials, interventions).	Centralized Services Supplemental/Concentration 5000	Centralized Services Supplemental/Concentration 5000
Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Centralized Services Title I	Centralized Services Title I
Provide organizational tools for students(homework folders, planners and others to enhance	Provide organizational tools for students(homework folders, planners and others to enhance	Supplemental/Concentration 5000	Supplemental/Concentration 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
home-school communication and study skill support.	home-school communication and study skill support.		
Bilingual Clerk to provide Community Outreach to parents/bilingual. This will include parent education, translations,and others to support parent engagement.	Bilingual Clerk to provide Community Outreach to parents/bilingual. This will include parent education, translations,and others to support parent engagement.	Title I 49000 Supplemental/Concentration 49000	Title I 49000 Supplemental/Concentration 49000
Extra hour for Library media tech to provide support with AR and Battle of the Books.	Extra hour for Library media tech to provide support with AR and Battle of the Books.	Supplemental/Concentration 9,438	Supplemental/Concentration 9,438
Provide technology software/hardware to support access to data monitoring. assessment and other academic areas for achievements. Support for interventions and supplemental for academics.	Provide technology software/hardware to support access to data monitoring. assessment and other academic areas for achievements. Support for interventions and supplemental for academics.	Supplemental/Concentration 32802	Supplemental/Concentration 30125
Provide guest teachers for data days/guiding coaltition and assessment to engage in PLC practice for student achievement	Provide guest teachers for data days/guiding coaltition and assessment to engage in PLC practice for student achievement	Title I 6000	Title I 6000
Provide Professional development in academic, MTSS, early literacy support, EL/CABE including conference travel and fees.	Limited professional development was offered off site. Much of this funding was used to support on site professional development and the use of guest teachers. Professional development was provided in the areas of MTSS, Early Literacy Support, and UDL.	Supplemental/Concentration 20000	Supplemental/Concentration 15545
Provide certificated specialist to focus on writing with an emphasis in science; incorporating hands/makerspace activities/explorations, and	Prep teacher was moved to Certificated Science Teacher and focus switched to STEM activities and literacy, incorporating hands/makerspace activities/explorations, and		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
experiments through research and written response.(Prep FTE)	experiments through research and written response.(Prep FTE)		
Site leadership will participate in the District TRAC/Guiding Coalition process to address identified school wide and district instructional goals including guest teachers. guest teacher	Site leadership will participate in the District TRAC/Guiding Coalition process to address identified school wide and district instructional goals including guest teachers.	Title I 2000	Title I 2000
Provide Before/During/After school reading and math interventions for students not meeting standards which will include materials.	Before and after school interventions were conducted, however with ELOP funding much of the needed funding was encumbered through the ELOP budget for staff salaries and materials.	Title I 6760	Title I 5500
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment and provide assessment coordination support provided by district,.	Provide an instructional coach to support teachers in best first instruction, intervention and enrichment and provide assessment coordination support provided by district,.	Centralized Services Title I	Centralized Services Title I
Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling with extra duty/guest teachers for organizational time.	Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling with extra duty/guest teachers for organizational time. Guest teachers provided to support ongoing work of MTSS and SSTs.	Supplemental/Concentration 1995	Supplemental/Concentration 1995
Provide support for a site MTSS II Lead and intervention team to facilitate, communicate and implement the MTSS process including guest teachers for intervention team meeting days.(guest teachers)	Provide support for a site MTSS II Lead and intervention team to facilitate, communicate and implement the MTSS process including guest teachers for intervention team meeting days.(guest teachers)	Supplemental/Concentration 3000	Supplemental/Concentration 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support for early literacy and continued support for students below grade level. Meetings, extra duty, before and after school interventions with professional development support(grades K-2 and 3-5)	On-site professional developments were offered to staff for Early Literacy. In addition, there were after school intervention opportunities for students. In a number of grade levels this has resulted in major gains for students who attended with fidelity.	Supplemental/Concentration 15000	Supplemental/Concentration 10213
Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District process to assess student progress, determine school goals and appropriate action plan to increase student achievement.	District Title I	District Title I

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

There were a number of initiatives in place, in previous years, and we invited all stakeholders to the table to discuss what first steps should be. As a community, we decided our focus would be on Social Emotional Learning and building our MTSS framework. Without safety and empathy for each other little learning can take place.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

There were too many initiatives in place for us to monitor and complete any one with the fidelity it deserved. Now that we have grown as a community (principal's first year here), we have fine-tuned our initiatives so they are manageable and can be broken down into steps/guidance for us to follow as a team. We did see speratic growth, where goals were implemented with consistency, and less growth where goals were not met with the same understanding.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Most spending was accurate with the exception of professional development as on-site supports cost less than attending outside trainings.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Based on our Needs Assessment, our goals will be more streamlined with more consistent measures in place. We will be focusing on community/parent outreach (Community Technician - Bilingual)/making sure families are a part of the plan moving forward. Social Emotional Learning (2nd full time counselor) to support in class SEL lesson, small group instruction, and supporting families with their students. Building a college and career community on campus through bringing AVID on board. Our focus being on organization and communication with families through use of agendas.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: ☒ Priority 4: Pupil Achievement (Pupil Outcomes)

☒ Priority 5: Pupil Engagement (Engagement)

☒ Priority 7: Course Access (Conditions of Learning)

☒ Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
MTSS 10% growth MTSS Tier II implementation	Alternate means of correction (minor referrals) down 10% over last year.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences.	College and Career week hosted by our counseling department in April.	District	District
Provide enrichment opportunities for all students, including GATE.	Provide enrichment opportunities for all students, including GATE.	District Supplemental/Concentration 2000	District Supplemental/Concentration 2000
Provide enrichment opportunities before, during, and after school to create opportunities for learning(Math Field Day, Battle of the Books, Music, Art, Sports,	Enrichment opportunities have been provided for students both before and after school. Builders Club, Chess Club, STEM Academy, Robotics, Math Field Day, Battle of the Books, Art,	Supplemental/Concentration 20000	Supplemental/Concentration 10125

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dance, Science, Choir, and other programs)	Band, Intermural Sports, Choirl, and other programs all allow students a chance to learn beyond the books and provide them with an opportunity to grow. Funding was partially provided through Supplemental Concentration and the other part of funding came from the ELOP budget.		
Implement Social-Emotional structures/strategies to support students well being. Materials/technology/activities	Second Step curriculum was used in each classroom to help with students Social Emotional well-being. In addition, teachers were encouraged to do community circles and find ways to build relationships in the classroom.	Supplemental/Concentration 10000	Supplemental/Concentration 10000

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

While our focus was on Social Emotional Learning and providing enrichment opportunities, there was not consistency between classrooms in what was being done or a consistent offering to all grade levels.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Grade levels that had access and were provided opportunities with fidelity saw growth. In some cases, we needed more people to provide students those enrichment opportunities. Due to the influx of funding (including ELOP) all enrichment activities that were provided to students were meaningful and students were engaged with the materials they had.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Due to a shortage in teachers and substitutes, we did have a hard time spending on planned interventionists.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Next year, our site will be adopting AVID. Our team is very excited about promoting the organizational structures included in AVID as well as the college and career aspect. We will be moving forward, with fidelity, working toward a college/career focused campus. With that, we will also be funding a second full time counselor to aide in implementation of our MTSS process and Social Emotional Learning. Our Spring '23 Panorama data showed us the need for students to have more access to a counselor and consistent access to SEL lesson with almost all categories ranking below 60% (exception Student-Teacher Relationships at 72%). In addition, we will also be funding a Community Technician - Bilingual to help bridge the home to school connection. Many of our families do not feel a part of our school community and with classes, community outreach, and a consistent parent liaison we're looking to fill in the gaps that exist.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:		
	X	Priority 1: Basic (Conditions of Learning)
	X	Priority 3: Parental Involvement (Engagement)
	X	Priority 5: Pupil Engagement (Engagement)
	X	Priority 6: School Climate (Engagement)
	X	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Suspension Rate .5%	Suspension Rate: 2.5%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance	To improve student attendance: *Met with families as they fell into the Chronic Absentee column (SART) and counseled them on the need to come to school as well as asking what supports we could help with to make sure their student comes to school. *Offered attendance incentives to those students who met their growth attendance goal (could be	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	one more day than the month before).		
Provide multitiered tools, strategies and supports to address school climate and culture.	Provide multitiered tools, strategies and supports to address school climate and culture.	District	District
Incorporate strategies to ensure a safe and positive environment.	Incorporate strategies to ensure a safe and positive environment.	District	District
Incorporate strategies to ensure a safe and positive environment.	Incorporate strategies to ensure a safe and positive environment.	District	District
Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide one FTE school counselors	Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide one FTE school counselors	District	District
Provide instructional resources including research based materials, supplies, manipulatives and other instructional items for the classroom,including technology software/hardware to support academic achievement	Provide instructional resources including research based materials, supplies, manipulatives and other instructional items for the classroom,including technology software/hardware to support academic achievement	Supplemental/Concentration 32101	Supplemental/Concentration 32101
Provide activities and protocols for improving attendance	SART meetings and RaWee notices were sent home regularly to bring awareness to parents about their student's attendance status. Students who showed growth, and met their growth contract for attendance, were rewarded with prizes at a specified interval.	Supplemental/Concentration 500	Supplemental/Concentration 500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with MTSS expectations and Behavior Management with support team and student incentive program including Social Emotional Support trainings/inservices/guest teachers	Continue with MTSS expectations and Behavior Management with support team and student incentive program including Social Emotional Support trainings/inservices/guest teachers. The MTSS team was able to meet regularly to discuss Behavior Management issues and fine-tune the MTSS expectations.	Supplemental/Concentration 5500	Supplemental/Concentration 5500
Incorporate strategies/ materials and School Site Monitors including Playworks and small group support(before, during, and after school) by the onsite coordinator(extra duty)	School Site Monitors were funded and used the Playworks protocols they had learned the previous year, however, we were not able to fund the full Playworks program. Funding was instead spent on updating equipment for School Site Monitors.	Supplemental/Concentration 30000	Supplemental/Concentration 30000

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

MTSS, behavior and safety management and early literacy was a focus at Kennedy this year. We worked collaboratively on activities and protocols to include attendance in our MTSS matrix and provided incentives weekly and monthly for students. We implement Second Step curriculum to support social emotional needs. We also began our implementation of Playworks program. School Site monitors were trained and supported by administration and consultation visits to ensure organization, student involvement in activities, and safety at recess.

Before and after school opportunities were successful. Students were able to participate in Builders Club, Art, Band, Chess Club, Book Club, Robotics, STEM Club, Sports, Choir and other programs. We also found student success and engagement through Battle of the Books, Math Field Day, Intermural Tournament.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We found the Second Step curriculum to be a wonderful support in classrooms for our social emotional learning needs. Data (suspension rate 2.5% and multiple means of correction up 10% over the previous year) did not support the use of second step alone. Having a counselor present to do the Second Step lessons, small groups, and help with peer/conflict mediation was more successful and students said they had a more meaningful connection to the learning they did with our counselor vs. Second Step.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Playworks was not adopted for this school year and so there is a disparity with Goal 9. Instead these funds were allocated, by School Site Council,to fund more structured recess activities/updating equiptment.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue building our MTSS structures and building both our student and staff capacity through training, ongoing supports, and community outreach. As a result of our findings, within the Needs Assessment, changes being made for the 23/24 school year include funding a second full-time counselor to support students social emotional well being, work with more groups of students, and support community/parent outreach. In addition, we will be funding a Community Technician - Bilingual, to support community and parent outreach and bridge barriers through family classes, outreach, and community engagement events. Making the families a part of what is going on at the campus and helping them to feel a part of our community

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

ELA and Math support for academic achievement before, during and after school.

Expected Annual Measurable Outcomes
(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	-45.3	-25.1	-20.5	-20.5
Academic Indicator Math: Distance from Standard	-44.7	-24.7	-20.0	-20.0
Academic Indicator ELA: Distance from Standard-SWD	-107.6	-50.2	-35.0	-35.0

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard-EL	-53.3	-29.1	-21.0	-21.0
Academic Indicator ELA: Distance from Standard-Hispanic	-46.4	-35.2	-33.5	-33.5
Academic Indicator Math: Distance from Standard ALL students	-41.7	-29.1	-27.1	-27.1
Academic Indicator Math: Distance from Standard SED	-41.1	-28.8	-26.7	-26.7
Academic Indicator Math: Distance from Standard SWD	-89.9	-41	-38.2	-38.2
Academic Indicator Math: Distance from Standard EL	-36.8	-27.8	-26.1	-26.1
Academic Indicator Math: Distance from Standard Hispanic	-43.2	-29.4	-27.3	-27.3
i-Ready Winter Diagnostic		i-Ready Typical Growth (Winter Diagnostic) actual All Students ELA 59% EL Students ELA 57% SWD Students ELA 50% Hispanic Students ELA 59% All Students math 58% EL Students math 54% SWD Students math 57% Hispanic Students math 58%	i-Ready Typical Growth (Winter Diagnostic) All Students ELA 59% EL Students ELA 57% SWD Students ELA 50% Hispanic Students ELA 59% All Students math 58% EL Students math 54% SWD Students math 57% Hispanic Students math 58%	i-Ready Typical Growth Goals All Students ELA 61% EL Students ELA 60% SWD Students ELA 60% Hispanic Students ELA 61% All Students math 61% EL Students math 60% SWD Students math 60% Hispanic Students math 60%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Students will receive instruction using standards-based State/District adopted core programs	District
	District

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District
	District

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District
	District

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	District

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	District

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

District

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

District

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.

District

Action 11

Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process. (Lead for Tier I and Tier II)

District

Action 12

Provide support for early literacy and continued support for students below grade level(materials, interventions).

District

Action 13

Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.

District

Action 14

Provide organizational tools for students that are in line with AVID goals (homework folders, planners and others to enhance home-school communication and study skill support.	Supplemental/Concentration 5000

Action 15

Provide technology software/hardware to support access to data monitoring. assessment and other academic areas for achievements. Support for interventions and supplemental for academics.	Supplemental/Concentration 10000
	Title I 7000

Action 16

Provide funding to increase Library Media Technician to an 7 hr. position. This will allow for additional time for students to access books and media to support and enhance the core curriculum. As well as to support with technology used by students.	Supplemental/Concentration 12730

Action 17

Provide guest teachers for data days/guiding coaltition and assessment to engage in PLC practice for student achievement	Supplemental/Concentration 15000

Action 18

Provide certificated specialist to focus on writing with an emphasis in science; incorporating hands-on /makerspace activities/explorations, and experiments through research and written response.(Prep FTE)	District

Action 19

Provide Materials & Supplies for teachers and students in ELA, Math, and other core content to improve student achievement, and to engage family support.	Supplemental/Concentration 4000-4999: Books And Supplies 58273

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Opportunities for students to explore enrichment and aesthetic programs and enhance knowledge.

Expected Annual Measurable Outcomes
(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Pupil Engagement/Pupil Outcomes: Created expectations through our core values- perseverance, respect, and responsibility.	MTSS Tier I Implementation: Training with PLC and Luis Cruz-to continue over next three years. 10% growth as we continue through the MTSS process of Tier II	10% growth as we implement MTSS Tier II supports.	MTSS 10% growth MTSS Tier II implementation	MTSS 10% growth MTSS Tier II implementation

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Create a college and career going culture through school activities, events or experiences.	District District

Action 2

Provide enrichment opportunities for all students.	District District

Action 3

Implement AVID structures/strategies to enhance student learning.	District

Action 4

Implement Social-Emotional structures/strategies to support students well being. Materials/technology/activities	Supplemental/Concentration District 10000

Action 5

Provide after school engagement opportunities for families (Literacy Night, Game Nights, Math Nights, Science Nights, Parent Classes). Printing materials, postage for family mailings, and babysitting services.	Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Printing material for parent engagement 2000
	Supplemental/Concentration 2000-2999: Classified Personnel Salaries babysitting services 500
	Supplemental/Concentration Postage 500

Action 6

Provide out of classroom experiences (fieldtrips) for students to be prepared to make a successful transition to further education and/or career opportunities. Includes transportation and entry fees.	Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Transportation 2500
	Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Entry Fees

2500

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Continue with implementation of MTSS 1 and begin MTSS II to provide targeted comprehensive support for all students.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	2%	.5%	2.5%	1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide activities and protocols for improving attendance	District
	District

Action 2

| Provide multi-tiered tools, strategies and supports to address school climate and culture. | District

District |

Action 3

| Incorporate strategies to ensure a safe and positive environment | District

District |

Action 4

| Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

Elementary Schools - 1 FTE Counselor
Middle School Counselors - maintain ratio at 500:1
High School Counselors - maintain ratio at 400:1
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula | District

District |

Action 5

| Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide one FTE school counselors. | Supplemental/Concentration

District |

Action 6

| Provide mentoring and MTSS support on campus (in the form of a second project teacher) to support student groups (mentoring groups, leadership groups, SST support, MTSS lead, and parent outreach). Project Teacher will also support site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide one FTE Project Teacher. | Title I
1000-1999: Certificated Personnel Salaries
Project Teacher
51836 |
| | Supplemental/Concentration
1000-1999: Certificated Personnel Salaries
Project Teacher
37705 |

Action 7

Provide Community Technician - Bilingual to support activities and protocols for improving attendance	Title I 2000-2999: Classified Personnel Salaries 45509
	Supplemental/Concentration 2000-2999: Classified Personnel Salaries 21205

Action 8

Continue with MTSS expectations and Behavior Management with support team and student incentive program including Social Emotional Support trainings/inservices/guest teachers	Supplemental/Concentration 4000-4999: Books And Supplies 16423

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Identified Need

Students with disabilities will access and participate in college and career activities on campus.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Action 4

Provide clerical (ParentVUE, help with forms, support parents in completing paperwork during parenting classes and community nights) and translation support, outside of the normal workday, for families of students with disabilities.	Supplemental/Concentration 8000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: John F Kennedy Elementary School				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	8,322 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	5,829 **Total Estimated Cost**: 5,829	5,829	Title I
Site Instructional Coach	8/15/23-6/5/24	66,504 **Total Estimated Cost**: 66,504	66,504	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 112,294

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*

- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*

- *After–School and Summer School programs funded by categorical programs*

- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

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

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). **Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). **Title II, Part A: Improving Teacher Quality Purpose:** Improve and increase the number of highly qualified teachers and principals. **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:** Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) **Title VI, Part B: Rural Education Achievement Program Purpose:** Provide flexibility in the use of ESEA funds to eligible LEAs. **For School Improvement Schools only: School Improvement Grant (SIG) Purpose:** to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. **Other federal funds** (list and describe). Create a new row for each separate program.

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

Program	Allocation	Is it consolidated in the SWP?
Title I	$104,345.00	No
Total amount of federal categorical funds allocated to this school.	$104,345.00	
Total amount of state and federal categorical funds allocated to this school.	$	

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

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	$202,336.00	No
Total amount of StateLocal categorical funds allocated to this school.	$202,336.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$306,681	

Recommendations and Assurances

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

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

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

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

Select from: State Compensatory Education Advisory Committee English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC - Primavera Madrid	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

6. This SPSA was adopted by the SSC at a public meeting on:March 27, 2023.

Attested:

Jessica Morrow
_____   _____   _____
Typed name of school principal   Signature of school principal   Date

Adrian Martinez
_____   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jessica Morrow	X				
Adrian Martinez				X	
Primavera Madrid				X	
Dahira Jacquez				X	
Antonia Velasquez				X	
Inez Zambrano				X	
Kyla Burton		X			
Allison Cyr			X		
Erin Mix		X			
Cara Mireles		X			
Numbers of members of each category:	**1**	**3**	**1**	**5**	