

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kimberly Elementary School	36-67843-6036511	May 26, 2022	July 12, 2022

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all community partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

To provide all students with a positive, engaging learning environment focused on safe, inclusive, and equitable programs along with tiered behavior and SEL supports.

Identified Need

There is a need to connect families and students to the school environment due to the school's expansive physical boundary as well as the disconnectedness brought on by the temporary school closure in Spring, 2020, distance learning for the majority of the 2020-21 school year, and COVID-related absenteeism and prevention protocols (e.g. masks) during the 2021-22 school years. Analysis of parent and student feedback on Kelvin surveys indicate that 78% of students and 84% of families provided an overall favorable rating as it relates to a safe and supportive environment. Although this data is strong, student groups disproportionately impacted by the interruption of in-person instruction include English learners (ELs), Foster Youth, students experiencing homelessness, students with disabilities, and low income students. There is a need to continue to support students socio-emotionally and behaviorally and to engage them beyond core content through innovative and real-world activities.

Note:

In the section below (Annual Measurable Outcomes), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2021-2022 ALL - 93.1% EL - 91.9% FY - 85.2%	ALL - 96% EL - 95% FY - 88% HY - 95% LI - 94%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 92.0% LI - 90.9% SWD - 87.5% AA - 89.6% A - 95.2% H/L - 91.1% W - 94.8%	SWD - 91% AA - 93% A - 98% H/L - 94% W - 98%
Chronic Absenteeism Rate	2021-2022 ALL - 22.2% EL - 26.9% FY - 50.0% HY - 21.1% LI - 33.3% SWD - 47.0% AA - 44.4% A - 17.5% H/L - 32.5% W - 12.3%	California School Dashboard 2021-22: ALL - 17% EL - 21% FY - 45% HY - 16% LI - 28% SWD - 42% AA - 39% A - 13% H/L - 28% W - 7%
Suspension Rate	2021-2022 ALL - 0.6% EL - 0.0% FY - 0.0% HY - 0.0% LI - 1.2% SWD - 0.9% AA - 3.7% A - 0.0% H/L - 1.0% W - 0.0%	ALL - 0% EL - 0% FY - 0% HY - 0% LI - 0% SWD - 0% AA - 0% A - 0% H/L - 0% W - 0%
Expulsion Rate	Maintain expulsion rate:	Maintain expulsion rate:

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>ALL - 0 EL - 0 FY - 0 HY - 0 LI - 0 SWD - 0 AA - 0 A - 0 H/L - 0 W - 0</p>	<p>ALL - 0 EL - 0 FY - 0 HY - 0 LI - 0 SWD - 0 AA - 0 A - 0 H/L - 0 W - 0</p>
<p>School Climate Survey</p>	<p>2021-2022 Student Responses - 192 (72%) Student Favorability - 78% EL Favorability - 91% EL Responses (% of Student Group) - 5 (50%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 74% SWD Responses (% of Student Group) - 32 (52%) AA Favorability - 65% AA Responses (% of Student Group) - 9 (53%) A Favorability - 80% A Responses (% of Student Group) - 18 (75%) H/L Favorability - 80% H/L Responses (% of Student Group) - 71 (72%) W Favorability - 77% W Responses (% of Student Group) - 136 (74%) Family Responses - 218 (44%)</p>	<p>Maintain high favorability ratings based on Kelvin Education pulse survey Spring, 2023: Students - 80% Staff - 95% Parents/families - 86%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Family Favorability - 84% Staff Responses - 35 (73%) Staff Favorability - 93%	
SEL/Positive Behavior Systems Self-Assessment	2021-2022 Completed: 5/16 - 41 School Wide Implementation % - 5/20 - 82%	2022-2023 Completed: 50 School Wide Implementation 85%
SEL/Positive Behavior Systems Tiered Fidelity Inventory	2021-2022 Tier 1 % Implementation - No data Tier 2 % Implementation - No data Tier 3 % Implementation - No data Recognition -	2022-2023 Tier 1 % Implementation - 60% Tier 2 % Implementation - 30% Tier 3 % Implementation - 10% Recognition -
Comprehensive School Counseling Implementation	2021-2022 Year 1 implementation is 100% (8/8 number of tasks completed) Missing Elements: None	Class Lessons: 145 Individual Counseling Sessions: 190 Parent Contacts: 215
Parent Involvement: Parent Accounts in Aeries Parent Portal	2021-2022 ALL - 99.3% EL - 100.0% FY - 87.5% HY - 100.0% LI - 98.4% SWD - 98.3% AA - 96.3% A - 100.0%	100% of students will have an active parent portal account

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	H/L - 98.5% W - 100.0%	
Participation & Engagement in Parent/Family Workshops	Participation in schoolwide events 2021-22 school year: Ice Cream Social: 600 students/families Campout Movie Night: 700 students/families Fall Festival: 900 students/families Winter Program: 1,100 students/families STEM Night: 200 students/families Family Picnic: 800 students/families	Participation in schoolwide events 2022-23 school year: Ice Cream Social: 700 students/families Campout Movie Night: 800 students/families Fall Festival: 1,000 students/families Winter Program: 1,100 students/families STEM Night: 300 students/families Family Picnic: 850 students/families
Parent Input in Decision Making	Site Representation on DELAC for 0% of meetings	Site Representation on DELAC for 80% of meetings
Instructional Technology Professional Development	Professional Development: 3 half-day trainings - innovation 1 half-day training - science curriculum	Professional Development: 4 half-day trainings - innovation
School Connectedness/Elementary Performing Arts Enrollment	2021-22 percentage of students participating in band, orchestra, and/or chorus: ALL - 10.6% EL - 1.8% FY - 0 HY - 5.3% LI - 26.3% SWD - 14% AA - 7% A - 8.8% H/L - 24.6% W - 43.9%	2022-23 percentage of students participating in band, orchestra, and/or chorus: ALL - 15% EL - 7% FY - 5% HY - 10% LI - 31% SWD - 19% AA - 12% A - 14% H/L - 30% W - 49%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STEAM Program Implementation	STEAM lesson/projects by grade level, on average, in 2021-22: TK/Kinder: 10 1st Grade: 10 2nd Grade: 8 3rd Grade: 24 4th Grade: 21 5th Grade: 17	STEAM lab lesson/projects by grade level: TK/Kinder: 15 1st Grade: 15 2nd Grade: 15 3rd Grade: 30 4th Grade: 30 5th Grade: 30

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school will sponsor schoolwide events and/or support opportunities that bring parents, students, and staff together to foster a sense of connectedness and community involvement, including but not limited to coffee with the principal, monthly awards assemblies, visual and performing arts events, shared decision-making, and schoolwide events. The effectiveness of this strategy will be measured by an increase in attendance and the school's favorability rating on the school climate survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,716	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
1,001.00	Title I Parent Involvement Non-Personnel (4000-7439)

400.00
300.00

LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The site innovation team will continue to facilitate the development and implementation of a STEAM program aligned to elementary innovation pathways and/or NGSS standards to support learner preparation in 21st century skills. The effectiveness of this strategy will be measured by innovation professional development participation and lesson/project implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9,000.00

LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
--

14,000.00

LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
--

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Identified students in need of SEL and/or behavior support

Strategy/Activity

Site leadership and the counselor will implement tier two and three behavior and SEL supports for identified students to improve behavior outcomes. The effectiveness of this strategy will be measured by an increase in implementation of the counseling program and positive behavior systems as well as the school's favorability rating on the Kelvin survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

LCAP – Character Education (CHED)
Non-Personnel (4000-7439)

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

To provide all students with supports and services to progress towards meeting standards in academics.

Identified Need

There is a need to support all students in meeting standards. CAASPP scores fell schoolwide in 2019 compared to 2018, from 80% to 68% in English language arts and from 70% to 61% in math. Distance learning further impacted academic progress in 2020 and 2021, as evidenced by STAR achievement data which indicated a 60% reading proficiency rate and 49% math proficiency rate schoolwide at the end of the 2020-21 school year. Hispanic/Latino, Black, and Students with Disabilities were impacted disproportionately by the interruption of in-person learning due to COVID-19. STAR achievement data for the 2021-22 school year indicated a 61% reading proficiency rate and 58% math proficiency rate schoolwide, indicating a closing of the achievement gap but a continuing need to support all students in meeting standards.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	2021-2022 English Learner Progress Indicator (ELPI) ELPAC Proficient Level 4-20%	Percentage of English Learners making progress toward proficiency on 2023 ELPAC Proficient Level 4 - 30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	2021-2022 STAR Math Assessment: ALL - 57.0% African American - 40.9% American Indian - 0 Asian - 77.7% Filipino - 100.0% Hispanic - 46.1% Pacific Islander – 0 Two or More Races - 60.5% White - 65.1% Uncoded - 0 EL - 22.2% FY - 20.0% HY - 52.9% SES - 45.3% SWD - 23.6%	2022-23 Spring screening scores at or above proficiency benchmark: ALL - 62% A - 82% W - 72% H/L - 53% AA - 46% EL - 29%
STAR Reading	2021-2022 STAR Reading Assessment ALL - 59.4% African American - 35.0% American Indian - 0% Asian - 69,3% Filipino - 50.0% Hispanic - 47.9% Pacific Islander –0% Two or More Races - 75.6% White - 67.5% Uncoded - 0% EL - 13.4% FY - 50.0%	2022-23 Spring screening scores at or above proficiency benchmark: ALL - 65% A - 73% W - 73% H/L -55% AA - 40% EL - 26%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	HY - 47.0% SES - 43.3% SWD - 21.4%	
GATE Identification	31 students in the 5th grade (the only grade level assessed) were identified as GATE in Spring, 2022 through a modified identification process.	Desired Outcome will be established after baseline data is collected.
CAST	2021-2022 ALL- 62.77% EL-N/A Foster Youth-N/A Homeless-N/A Economically Disadvantaged- 43.24% SWD-N/A African American-N/A Asian-N/A Hispanic- 46.88% White- 79.48%	Percentage of students Meeting or Exceeding Standards on 2023 CAST: ALL- 65% EL-N/A Foster Youth-N/A Homeless-N/A Economically Disadvantaged- 46% SWD-N/A African American-N/A Asian-N/A Hispanic- 49% White- 82%
Math State Assessment	2021-2022 ALL-56.10% EL-N/A Foster Youth-N/A Homeless-35% Economically Disadvantaged- 35.08% SWD- 25% African American- 15.38% Asian- 78.95% Hispanic-40.21% Two or more races- 55.17% White- 71.57%	Standard Met or Exceeded on 2023 CAASPP/SBAC: ALL- 59% EL-N/A Foster Youth-N/A Homeless-38% Economically Disadvantaged- 38% SWD- 28% African American- 18% Asian- 81% Hispanic-43% Two or more races- 58%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		White- 74%
ELA State Assessment	2021-2022 ALL- 62.22% EL-N/A Foster Youth-N/A Homeless-50% Economically Disadvantaged- 45.61% SWD- 22.73% African American- 38.46% Asian- 89.47% Hispanic- 50.52% Two or more races- 72.41% White- 67.65%	Standard Met or Exceeded on 2023 CAASPP/SBAC: ALL- 65% EL-N/A Foster Youth-N/A Homeless-53% Economically Disadvantaged- 48% SWD- 25 African American- 41% Asian- 92% Hispanic- 53 Two or more races- 75% White- 70%
EL Reclassification Rate	2021-2022 RFEP Students = 4 EL Students = 30 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 13.3%	Percentage reclassified RFEP in 2022-23 ALL - 18%
Long-Term English Learners (LTEL)	2021-2022: LTEL Students = 0 EL Students = 26 LTEL % = 0.0%	2022-2023: LTEL Students = 0 EL Students = 26 LTEL % = 0.0%
Student Marks/C- or better (English/Reading) in grades 4 and 5	Trimester 3 of 2021-22: ALL - 87.2% EL - 66.7%	Trimester 3 of 2022-23: ALL - 89% EL - 69%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	FY - 50% HY - 82.4% LI - 78.4% SWD - 74.1% AA - 60% A - 100% H/L - 79.7% W - 95.4%	FY - 55% HY - 88.4% LI - 80% SWD - 76% AA - 65% A - 100% H/L - 82% W - 97%
Student Marks/C- or better (Math) in grades 4 and 5	Trimester 3 of 2021-22: ALL - 88.4% EL - 80% FY - 100% HY - 76.5% LI - 82.6% SWD - 70.9% AA - 78.9% A - 100% H/L - 84.7% W - 91.8%	Trimester 3 of 2022-23: ALL - 90% EL - 82% FY - 100% HY - 78% LI - 85% SWD - 73% AA - 81% A - 100% H/L - 87% W - 94%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school will provide a range of supports to teachers for implementation of state standards and supplemental activities, including but not limited to materials, personnel, and professional development. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
11,435.00	Title I Non-Personnel (4000-7439)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

English Learner students

Strategy/Activity

The school will implement programs, such as materials, workshops, conferences, or program monitoring (e.g. Ellevation), to support language acquisition for English Learners, especially those who are achieving below grade level. The effectiveness of this strategy will be measured by an increase in percentage of English Learners making progress toward proficiency on ELPAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
4,988.00	District Funded – Title III Non-Personnel (4000-7439)

5,000.00

LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
--

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The school will provide academic extended learning opportunities to improve learner outcomes. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
--

945.00

LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
--

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Academically at-risk students

Strategy/Activity

The school will provide tier two and three academic support through alternative opportunities within or outside the school day for identified students to improve learner outcomes. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

85,792.00

Title I
Personnel (1000-3999)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$177,577.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$97,227.00
Title I Parent Involvement	\$1,001.00

Subtotal of additional federal funds included for this school: \$98,228.00

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

State or Local Programs	Allocation (\$)
District Funded – Title III	\$4,988.00
LCAP – Character Education (CHED)	\$34,716.00
LCAP – Supplemental & Concentration Grant (SSP)	\$39,645.00

Subtotal of state or local funds included for this school: \$79,349.00

Total of federal, state, and/or local funds for this school: \$177,577.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
General Fund	\$27,539
State Lottery Funds	\$6,812
Technology	\$12,098
Custodial	\$13,902
Total:	60,351

School Site Council Membership

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

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

Name of Members	Role
Shana Kamper	Principal
Michael Heal	Classroom Teacher
Marcy Boatman	Classroom Teacher
Carolyn Bradshaw	Classroom Teacher
Christy Kemme	Other School Staff
Alan Jackson	Parent or Community Member
Jessi Mielke	Parent or Community Member
Melissa De La Paz	Parent or Community Member
Nathan Swift	Parent or Community Member
Kathleen Ojo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/2022.

Attested:



Principal, Shana Kamper on 6/6/2022



SSC Chairperson, Kathleen Ojo on 6/6/2022